DOCUMENT RESUME

ED 117 862 EC 080 916

AUTHOR	Young, Margaret G.
TITLE	Developmental Program for Training of the Preschool Child. (Includes Skills Achievement Profile.)
INSTITUTION	South Carolina State Dept. of Mental Retardation, Ladson. Coastal Center.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	74
GRANT	OEG-0-71-4560(616)
NOTE	296p.
EDRS PRICE	MF-$0.83 HC-$15.39 Plus Postage
DESCRIPTORS	Cognitive Development; *Curriculum Guides; Early Childhood Education; *Evaluation Criteria; Exceptional Child Education; *Individual Activities; Interpersonal Competence; *Learning Disabilities; Motor Development; Perceptual Motor Coordination; *Preschool Education; Problem Solving; Self Care Skills; Sensory Training
IDENTIFIERS	Music Therapy

ABSTRACT

Presented is a developmental curriculum for training potentially learning disabled preschool children. Part 1 includes introductory information such as a rationale for the program and suggestions for the parent-teacher. Provided are guidelines for eight curriculum areas: attention; sensory stimulation, reception, and response; adaptive behaviors (problem solving); gross motor skills; fine motor skills; perceptual-motor skills; conceptual skills; and social skills development (including manners and self-help skills). Guidelines usually include the major focus, lesson objectives, developmental steps, developmental learning experiences, necessary equipment, and suggestions for additional activities. Activity resources and catalogues of appropriate materials are listed. Described in Part 2 are 102 activities (many of which were adapted from a music therapy curriculum) grouped by appropriate curriculum areas. Accompanying the curriculum is a Skills Achievement Profile designed as a sequential, behavior-oriented evaluation of the child's existing skills, and as a guide for development of an intervention program. (LS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117862

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

DEVELOPMENTAL PROGRAM

FOR

TRAINING OF THE PRESCHOOL CHILD

Prepared by

MARGARET G. YOUNG

Developmental Education Specialist

Developmental Services
Coastal Center

1974

© Copyright

South Carolina Department of Mental Retardation
Coastal Center, Ladson, South Carolina 29456

Funded in Part by: United States Office of Education
Bureau of Education for the Handicapped
Project #OEG-0-71-4560 (616)

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

MARGARET G. YOUNG

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

EC 080 916

***

Each child's development is unique, and variability across levels is to be expected. Each area of learning, arranged in a logical succession of developmental sequences relating to the course of normal development, overlaps and reinforces development in all other areas. All children show alternating spurts of growth in the different areas of development.

(Specific language development activities are not included in this curriculum manual, but must be incorporated into the total program to insure complete development in all areas.)

It is with gratitude that I acknowledge the continued interest, encouragement, and invaluable suggestions of:

Dr. Walter G. Fries, Deputy Commissioner, Department of Mental Retardation;
Dr. Gabriel J. Batarseh, Director, Developmental Services, Coastal Center;
Mr. Roy T. Scoggins, RMT, Principal, Developmental Therapy School, Coastal Center;
Miss Karen R. Davis, RMT, Assistant Professor of Music Education, Wesleyan College, Macon, Georgia.

Mrs. Cam Love, Secretary, Developmental Therapy School, has devoted a great deal of time and effort in typing the final form of the manuscript.

Margaret G. Young

INDEX

PART I: DEVELOPMENTAL PROGRAM

Format for Developmental Curriculum iv
Rationale of Developmental Program vi
Child Evaluation xii
Suggestions for Parent-Teacher xiii
Steps to Obtaining Desired Behaviors
"Learning That is Fun and Play" xiv

Section I: ATTENTION: 1

A. Focal Attention
B. Selective Attention
C. Increasing Attention
D. Imitation to Imagination & Dramatic Play

Section II: SENSORY: Stimulation - Reception - Response 16

A. Stimulation of sensory receptors.

a. Mouth
b. Body Surfaces
c. Ears
d. Eyes
e. Nose

B. Interpretation and perception of stimulation

Section III: ADAPTIVE BEHAVIORS (Problem-Solving) 35

Section IV: GROSS MOTOR 44

A. Reach-Contact, Grasp-Retain, Release-Propel
B. Roll-Sit-Crawl-Creep-Stand-Walk
C. Self-Identification
D. Body-Localization
E. Body-Abstraction
F. Muscular Strength

Section V: FINE MOTOR 62

A. Finger Manipulations
B. Visual-Motor Integration and Coordination
C. Organization of Visual-Tactual-Kinesthetic Information
D. Auditory-Visual-Motor Integration

INDEX (cont'd)

Section VI: PERCEPTUAL-MOTOR SKILLS 74

A. Laterality - Directionality
B. Visual Perception Abilities

Section VII: CONCEPTUAL SKILLS 85

Section VIII: SOCIAL SKILLS DEVELOPMENT 90

A. Social Acceptance & Manners

1. Sense of Right and Wrong
2. Anticipatory Response
3. Awareness of Others
4. Sharing
5. Reciprocal Play

B. Self-Help Skills

1. Feeding
2. Drinking
3. Eating
4. Table Etiquette
5. Dressing
6. Toileting
7. Grooming
   Washing
   Hair Care
   Teeth
   Bathing
   Use of handkerchief or tissue

General Bibliography 116

Activity Resources 118

Catalogues of Appropriate Materials 119

INDEX (cont'd)

PART II: ACTIVITIES SECTION

References to publications, page numbers and activity numbers given in "Suggestions for Additional Activities" sections throughout the program are from the list at the beginning of PART II --

These suggestions are to be used freely, applying appropriate modifications to meet the needs of the child being served through each individualized program of training.

** In no way and at no point can any one area of development be considered a discrete entity. Causes overlap, manifestations of disability overlap; so, too, must remediation procedures overlap and reinforce. The child must be accepted with what he has. He cannot forget what has gone before. It is necessary to determine what he has been able to build up for himself, and to develop an appropriate sequence from that point.

FORMAT FOR DEVELOPMENTAL CURRICULUM

I. Major Focus -

A. Central Idea

II. Lesson Objectives -

A. Structured behavioral objectives providing
B. Guide lines for assessing responses.

III. Developmental Steps -

IV. Developmental Learning Experiences -

V. Necessary Equipment

VI. Suggestions for Additional Activities

RATIONALE FOR FORMAT:

I. Major Focus:

The central idea for the lesson. Helps to organize the content so continuity and progression are more readily achieved.

II. Lesson Objectives:

Structured behavioral objectives to aid in perceiving the educational goals, and to provide guidelines for assessing responses as they are observed and taught in order to give appropriate emphasis.

III. Developmental Steps:

Progression of activities from basic, early learning level.

IV. Developmental Learning Experiences:

Descriptions of the activities with which the child is to be stimulated. Procedures to be followed in training sessions.

V. Necessary Equipment:

Self explanatory.

VI. Suggestions for Additional Activities:

Ideas and activities to be used to extend the training, to develop understanding of aspects of the training which need to be emphasized, and to suggest ways in which other related responses can be elicited.

Opportunity for others using the program to add activities to reinforce the training area.

RATIONALE OF DEVELOPMENTAL PROGRAM

The nature and degree of the early perceptual stimulation which an individual experiences provides a basis for later learning. This suggests that providing developmentally delayed young children with well timed, well structured, and continuous perceptual experiences may be crucial to their overall development.

It must be remembered that the general needs of children with learning delays are not distinctly different from those of all children.

1.) Personal acceptance and understanding

2.) Specific psychoeducational evaluation and diagnosis

3.) Specific instruction

4.) Success in learning

Handicapped children, far more than those with all normal abilities must have the extra push of a structured and patterned program to overcome random and nonfunctional behavior.

Children with learning disabilities usually exhibit language and motor impairments, intellectual delay, and inadequacies of concept formation, as well as such emotional deficits as problems of motivation, low self concepts, and social maladjustment.

It is important that developmental sequences be arranged in <u>logical succession</u>, not necessarily chronological succession. Although one step leads to another in the development of higher mental functions, it is not necessarily true that the steps have to be acquired in a strict temporal sequence chronologically. It is the way in which the information is systematized and organized that is important.

Two implications emerge from the fact that the developmental process must follow a logical sequence rather than a chronological one.

1.) It is not enough merely to supply information or skills. These data must be organized, and as much or more attention must be given to this organization as is given to imparting the data. Activities must not be presented because "every child should be able to do this" or "it is in the book." All activities must contribute to the building of an overall body of knowledge for the child. The child quickly becomes bored with endless repetition of meaningless activity which must be forced upon him. The child can only be motivated in the training activity if he can be helped to see its relationship to the solution of a problem which is apparent to him now. The selection and evaluation of an activity must be toward the logical development of systematic bodies of information, and make an immediate contribution to the solution of a problem.

2.) The activities in the organization of a program of training must be meaningful and effective in terms of the child's present functioning. Training must start with what the child brings to it. Systems are built on what is there already. We cannot throw out the old and start in anew. The old must be elaborated and expanded. The child cannot forget what has gone before and training must not forget, but rather adapt, to what has gone before.

Disparity of development from one area to another is a characteristic symptom of the child with a learning disorder. Training programs must be altered and modified in the light of these disparities, at the same time related to the course of normal development. There must be continual evaluation and re-evaluation of both the program and the child to insure that training does indeed contribute to his welfare.

It is known that experience, environment, and training are effective in enhancing the intellectual level, motor abilities, and the personal-social behavior of children with learning disabilities.

A Developmental Survey of the Young Child:

Basic psychological drives or needs of the neonate if he is to survive - - for:

1. Oxygen
2. Temperature Regulation
3. Sleep
4. Elimination
5. Satisfaction of hunger
6. Satisfaction of thirst

The first four needs are satisfied initially by automatic, reflex activities.

Hunger and thirst satisfaction depends on someone else's help. For this reason they are crucially involved in the infant's earliest learning and offer prime motivating stimulators for behavior modification.

SENSORY DEVELOPMENT OF THE NEONATE

Vision:

1. The neonate is sensitive to differences in intensity of visual stimuli.

2. From as early as 15 days visual pursuit movements indicate discrimination of moving colors and lights.

3. Real convergence or binocular fixation occurs at about 7-8 weeks, is Initially accomplished by a series of jerking movements, and Gradually replaced by smooth, continuous convergence.

4. Accommodation matures rather more slowly. (Adjustment of thickness of lens of the eye to bring the light rays into proper focus on the retina enabling the infant to perceive clear-cut images).

5. It is suggested that the visual apparatus matures very rapidly during the first half-year and that the young infant is capable of seeing more than has been heretofore believed.

SENSORY DEVELOPMENT OF THE NEONATE
Vision: (cont'd)

6. It has not been possible to conclude whether an infant's visual perception of depth is learned or unlearned.

7. There appears to be an unlearned preference for stimuli that are patterned, complex, or varied, in contrast to simple and relatively homogeneous stimuli.

Hearing:

1. Infants respond more strongly to variations in intensity and duration of sound than to differences in pitch.

Olfaction:

1. Differential responses are found to markedly pleasant and unpleasant odors. Little or no discrimination of weak or less distinctive odors.

Gustation:

1. While neonates demonstrate little taste sensitivity, this sensitivity develops rapidly. (The moderately full baby is a better discriminator than the very hungry infant.)

Thermal Sensitivity:

1. Large individual differences in sensitivity to warmth and cold are demonstrated.

2. Activity level is elevated when the atmosphere is cold and reduced when it is warm.

Static-Kinaesthetic Sensitivity:

1. High sensitivity to changes in the spatial position of the body reveals that the newborn reacts to stimulation from sense organs located in his muscles and semicircular canals of the ear.

Pain:

1. There do not appear to be any localized areas in the brain that receive and integrate pain-producing stimulation.

Static-Kinaesthetic Sensitivity:
Pain (cont'd)

2. The experience that adults call "pain" is highly dependent upon learning.

3. Pain plays an important role in the child's acquisition of fears and anxiety.

4. Individual, constitutional variations in pain sensitivity, detectable early in life, may partially account for the individual differences among older children in susceptibility to fear.

RESPONSE CAPABILITIES:

The infant, at birth, can make many complex sensory and motor responses and it may be reasonably assumed that these behavior patterns are unlearned. Apparently they are the consequents of biological changes including increased size and complexity of the central nervous system, and general anatomical and physiological growth.

Some of the numerous new activities added to the infant's inventory of abilities emerge independently of learning. Apparently the infant becomes capable of these responses and makes them as a consequence of the maturation of certain neural tissues, expansion and increased complexity of the central nervous system, and growth of bones and muscles. In many instances, these seemingly unlearned behavior patterns improve and become better coordinated, more precise, and more accurate after practice.

Considerable emphasis must be placed on learning patterns, rather than on specific skills. A skill implies the development of high degrees of precision in specific activities or a limited group of activities. It permits the child to do one thing well. The learning pattern, on the other hand, stresses the purpose of the act and, thus, the outcome of the response. The pattern allows the child to do many things acceptably. Patterns are the foundations for more complex learning.

RESPONSE CAPABILITIES:

Children with learning disabilities demonstrate poorly formed motor-based patterns because the children are:

1. damaged in some fashion,
2. unable to perform basic responses, or
3. lack the opportunity to engage in appropriate types of activities because of living in a restricted environment.

The development of "focal attention" must be a first concern in constructing a program of learning. Lack of attention or too high level of arousal will impede the accurate reception of information from the environment. Many young listeners respond to all sensory stimuli - - smell, sound, vision, touch. In other words, they are too attentive, but they are not selective. They must be helped to learn to attend to only the key stimulus. Stimuli must be reduced except for what is to be learned.

Parents may need help in understanding that processing time is different in many children. Failure to respond may be due to a delay between the request and the time the child can actually respond. The response time or response behavior may be inappropriate for a variety of reasons.

There is a comparatively long time-lag between learning to listen and learning to talk. When the infant fails to receive the normal stimulation of his earliest listening experiences in close mother-proximity, the environmental listening-learning situation is changed by the time he is ready. Also, if the child has motor problems he is forced to spend so much of his attention for such a long period of time concentrating on the problems of balance toward learning the art of walking that he may never get back to the business of speaking.

CHILD EVALUATION

The goal of educational evaluation is not to arrive at a formal diagnosis but to determine an appropriate program to:

(1) fit the child's needs,

(2) let the child start at whatever general level he is on at the moment,

(3) allow the child to grow educationally at his own rate-always attempting to motivate for further progress.

Observing a child in a learning situation is used in order to:

(1) detect possible impairment in the child's sensory ability (how he uses his eyes, how he listens, how he speaks, how he uses his body), and

(2) observe the strengths and weaknesses which will assist or delay him in acquiring future learning.

What results from this kind of evaluation is a determination of the young child's developmental levels in areas such as motor ability, communication, use of play materials, personal care, and relationships with people.

SUGGESTIONS FOR PARENT-TEACHER

1. Know your child. Find out his level of development and how he learns best.

2. Make his learning experience a pleasant one.

3. Always have an enthusiastic attitude toward the child and toward the task to be presented.

4. Teach each skill the simplest way and in stages, one step at a time. Teach the easiest part first.

   (Often it is easiest to let the child "un=do" or take apart before teaching the steps of putting together, assembling, or putting on.)

5. Give ample time for each task. Never hurry the child.

6. Be consistent.

7. Have realistic motivation.

8. Give encouragement and praise for real effort.

9. Be flexible - - if one method or technique does not work after adequate trials analyze the problem carefully and try a new approach.

STEPS TO OBTAINING DESIRED BEHAVIORS

All desired behaviors which do not develop spontaneously, or which the child has not been able to initiate for himself must be:

1. Demonstrated openly and deliberately to allow the child to observe each step in the solution of a problem, no matter how simple,
2. Broken down into very small increments with ample opportunity for the child to learn each step and to relate each solved step to the next,
3. Presented often enough to insure recall, and yet not so persistently that the child becomes bored. (Often it is possible to present the same problem with a slight change in materials or situations and thus keep the child's interest).
4. Attacked in the spirit of pleasurable anticipation and exploration to make the whole learning experience interesting, offering the promise of further enjoyments.

TAPE SCRIPT
Introductory For Parents & Staff
LEARNING THAT IS FUN AND PLAY

There are experiences in the form of games and play you can provide your youngster which will help him to learn. The most helpful of these learning experiences are easy for you to supply and are great fun for both of you.

The games you will play with your youngster will do several things.

1. They will help to develop basic skills such as focusing the eyes, coordinating eyes and hands, distinquishing differences among similar objects.

2. These basic skills will be useful in exploring the world around him. They will help him to find new ways to explore and deal with new situations.

3. Your youngster will have fun learning. He will get satisfaction from the activity or game itself and will learn to plan his actions to get desired results.

4. Your youngster will learn many things about himself and his relationship to other people in his world.

5. Because you will be playing these games with your youngster you will find that one of the most important rewards is to see his growing confidence in your dependability and good will. You will be building within yourself a new joy in his accomplishments and in the feeling that you are having a real part in his progress.

You will find as you go along that your youngster shows a decreasing need for you to control and order the games. It will be a joy to see him exploring, inventing, initiating activities himself.

No two youngsters are exactly alike. There is no plan to try to make any one fit any rigid schedule or sequence or performance level. He will really enjoy lots of these games, but probably not all of them. Unless he finds the activity fun there is no reason to insist that he do it. Encourage him to play the games but do not force him.

This does not mean that you do not introduce the same activity to him at another time just because he did not want to play the first time. Often it takes repeated

introduction and experience with an activity, along with just plain "growing up" for him to be ready to take part in an activity. Pressuring him before he is ready is sure to make him wary of some particular game whenever he sees it is to be presented.

One sure safeguard against presures which will "turn him off" is to be sure that you have fun, too. The youngster can sense almost immediately if you are presenting him with a task that you are determined he must succeed in. He will not always progress in a smooth step by step manner. The important thing is to provide him with many interesting opportunities to explore and learn and to interact with you.

AND - - feel free to think up new things to do and new ways to do some of the games that will be suggested you play with your youngster.

The first games can be started when your youngster is flat on his back or his stomach. They will help him use (develop) his ability to move his eyes, head, and hands and to make sounds.

These first responses, expecially his early sounds are the first step toward language. He responds to express happy feelings of pleasure, eagerness, and satisfaction, and also to show discomfort. Undoubtedly, he has already learned to respond to his mother's voice as well as to sight of his mother. Perhaps he is already trying to imitate her sounds. Then he will imitate the sounds of other people and of other things and will be doing some babbling of his own.

At this stage it is important to let him know that his efforts at response are having an effect. When he makes a sound he should get a pleasant response; when he turns his head toward a noise he should be able to see what made the noise; when he reaches toward the colorful object being moved to get his attention, or toward the rattle being shaken for him to hear, he should be allowed to touch it, or even to hold it if his fingers attempt to grasp.

*** A real pay-off for his efforts is important both because it adds to his enjoyment and because he needs this encouragement. He needs to know that the world around him is worth exploring, that his efforts make a difference.

I. ATTENTION:

A. FOCAL ATTENTION

B. SELECTIVE ATTENTION

C. INCREASING ATTENTION SPAN

C. IMITATION TO IMAGINATION
& DRAMATIC PLAY

ATTENTION

I. MAJOR FOCUS: A. Focal Attention

To locate auditory and visual cue with eyes - either with or without turning of head, fostering coordination of senses (eyes and ears), with the ability to move.

To develop control over responses to sight and sound stimulation

II. OBJECTIVES:

A. Behavioral Objectives:

1. Respond to visual or auditory stimulation by searching with eyes, perhaps turning head or even more of the body.

2. Demonstrate that attention has been alerted by increased motion of arms and legs; OR, if he has been engaging in very agitated movements, to become momentarily inactive showing that he is quieting himself while attempting to locate the stimulus.

3. Locate and focus on the stimulus (the face of the person speaking, a brightly colored object, or a sound-making object).

4. Follow movement of sound or sight stimulus from one point to another.

5. Move focus of attention from one stimulus to another.

6. Maintain focus on prime stimulator disregarding another.

7. Associate specific sounds with object, such as telephone, door bell, approaching steps, TV, etc.

B. Guidelines For Assessing Response:

Repeated evidence that the above are being demonstrated. At first, the length of time the baby will attend to any of these demonstrations may be very fleeting, or he may tire of making attempts after only a few trys. The goal is to lengthen the time he will spend at this activity, and the number of times he will engage in the game of locating, focusing, and following the stimulus.

ATTENTION
A. Focal Attention

III. DEVELOPMENTAL STEPS:

1. Attend to auditory stimulation -

a. by turning of eyes or head,
b. by coordinated movement of eyes and head.

2. Listen and locate sounds

** Attention to auditory stimulation must have been established so that coordination with visual pursuits can be attained.

3. Visual fixation on parent/teacher.

4. Visual fixation on indicated object -

a. First objects offered must be sound, color, or movement stimulating.

5. Follow movement of object from one point to another.

6. Transfer visual fixation from one object to another, or from one sound to another at different locations.

7. Eye contact to own hand with small object in hand.

8. Can maintain focal attention on prime stimulator disregarding a minor to moderate intrusion of second stimulus.

9. Looks to object in near environment which has made a stimulating sound (telephone, door opening or closing or the sound of the doorbell, toward the sound of footsteps looking for approach of a person).

IV. DEVELOPMENTAL LEARNING EXPERINECES:

1. Pass near to the baby's location frequently, speaking in a pleasant tone or, perhaps, singing using the baby's name often.

2. Stop and lean over Baby. Pause long enough and close enough for him to search for and locate your face and the sound of your voice.

ATTENTION

A. Focal Attention

3. Approach the baby out of his line of sight and hold a colorful sound maker such as a rattle about a foot above his face. Shake it gently until he looks at it.

4. Move it in a slow circle so that he can keep it in sight by just moving his eyes.

5. Move it in a curved line all the way down to the side so that he has to turn his head to follow the sound and color.

6. Go in the other direction so that he gets practice in moving his head both ways.

** While doing these things, talk gently to Baby, and, even though he does not understand the words, describe what you are doing, as the sound of your voice, its rhythm and pattern, will contribute to language learning.

** If Baby reaches for the stimulator object you are using, let him touch it. If he manages to grasp it, let him have it for a moment. Each of his small successes is going to make it more exciting and more fun to play other games which will further his development.

7. Attain eye contact to a small object held in his hand. Remove the object from his hand and immediately return it to his hand, calling attention to his hand closing on the object.

8. Provide mobiles in crib, play pen, or wherever the youngster can easily see and reach for them. Be sure they are hung at a convenient height to be easily seen by the youngster. These offer excellent practice in using his eyes to follow bright, sound making, moving objects.

9. Allowintrusion of <u>very</u> minor distractor while attempting to hold the youngster's attention with an object or sound of high-value stimulation.

10. Call attention (1) to telephone when it rings. Allow the child to listen on the telephone to give ample opportunity to form the connect between sound and object, (2) to door when the doorbell or knock sounds. Include the child in greeting the person coming in the door. Better yet, take the child with you to the door to answer the bell or knock, (3) to window or some way to the outside when a prominent sound from outside is heard (as an approaching car).

ATTENTION
A. Focal Attention

11. Carry out all activities with the youngster when he is in different positions and different locations as:

On his back
On his stomach
Being supported in a reclining or sitting position, or sitting independently
In his crib
In his play pen
On any other safe flat surface

12. Play attention/object games such as pretend telephone calls, pretend knock or doorbell ring with answering, etc.

13. Place an object first in one hand, after eye contact ask for the object and remove it from the hand, place the same object or another small one in the other hand. Encourage a moderate reach to the left with left hand and to the right with right hand. As soon as you are sure of eye contact in this way, encourage reaching across the mid-line - that is, reach to the left with the right hand and to the right with the left hand to obtain the object as the eyes make contact with the hand and the object.

14. As soon as the child is able to sit and, for a time, observe you as you move about, place one, two, or three simple objects before him, name each and allow him to handle and explore freely.

V. NECESSARY EQUIPMENT:

1. YOU - or an older brother or sister.
Someone to help direct and focus the child's attention.

2. Colorful sound makers.
**Babies will spend more time looking at an object of bright, boldly contrasting colors, and which makes a gentle (not so loud as to be frightening), pleasant sound.

3. Objects small enough to be easily grasped by the child.

4. A variety of sound and color stimulators, some of higher interest value than others.

ATTENTION
A. Focal Attention

VI. SUGGESTIONS FOR ADDITIONAL ACTIVITIES: In Focal Attention And Imitation

(In addition to the one given in Section IV.)

1. Help the child play with his feet and toes while bathing or dressing him.

2. Talk, splash, vocalize to entice him to imitate you.

3. Repeat something the child has done in a playful way and see if he will again repeat the same activity.

4. Smile while dressing and bathing, coaxing him to smile back.

5. Tie an object to a string and demonstrate how he can get the object by pulling the string toward him. Try the same by placing an object on a towel or diaper and demonstrate how to pull to obtain the object.

6. Tie a string to a bell (or other object producing visual or auditory results.) Attach the object to a piece of furniture and demonstrate how to ring the bell, or set the object in motion by pulling or jerking the string instead of shaking it in his hands.

7. Turn your head from left to right - back and forth - and see if the child moves his head in the same way.

8. Try the same with a nod.

9. Move your finger in front of your face so that he follows your finger with his eyes.

10. When the child is creeping or toddling show him a toy or interesting object of sound or color attraction. Let him see you put it slowly behind you.

11. Perhaps move it just before him as he creeps behind you. Then move the object from in front of you to behind you in the other direction more quickly and see if he goes behind you to find it.

12. After some practice with the above game place a pillow or some other small barricade so that the child has to creep around you <u>and</u> the barricade to retrieve the object that is now behind you.

ATTENTION

B. Selective Attention

I. MAJOR FOCUS:

To focus on a prime stimulator to the exclusion of extraneous stimuli in the environment.

Through the day many opportunities should be given for the youngster to practice locating and focusing on both auditory and visual cues, but for some time he should not be subjected to having to be discriminatory in selection of target. In other words, TRAINING SESSIONS should be conducted in an environment undisturbed by other noises or moving objects.

II. OBJECTIVES:

A. Behavioral Objectives:

1. Develop skills in attending to relevant stimuli to the exclusion of extraneous stimuli.

B. Guidelines for Assessing Response:

Since activity in absolute isolation from other stimuli is neither possible nor desirable, the earliest activities should contain the greatest stimulators for getting and maintaining interest so that slight increments in distractors can be made without disturbing the attention to the activity.

Make observations of the child's ability to maintain attention on the prime target. Plan initial sessions so that a target being used as a stimulator of one sense modality is not interrupted by a distractor with equal appeal to the same sense modality. As an example: If the child's attention is desired on a colored visual stimulator, do not allow him to be distracted by another stimulator of the same size, color, and shape. The prime stimulator should be the more colorful, the larger size.

III. DEVELOPMENTAL STEPS:

1. Present a high interest task in surroundings where there will be as little distraction as possible from other persons moving through the area and in as bland a background as possible with little or no sight attracting objects in the immediate surroundings.

2. Present a high interest task involving materials which can be heard, handled, and looked at in an attempt to stimulate as many sensory channels as possible.

3. Very gradually reduce high attention stimulation qualities of the task, at the same time using attention maintaining devices such as saying, "Follow my finger with your eyes", or "Listen with both your ears as you watch what I will show you".

** With very young children reduce the attention devices to: "Look" or "Watch"; "Listen"; "Touch" or "Feel this".

4. Very gradually allow slight extraneous movement or sound background in the learning area being sure the task to be attended to is one of high interest level until the distraction can be completely ignored. Make the sessions very short with small segments of the total task to be completed before a slight break in attention, change in position, etc., are allowed.

** At no time should the child with problems of delayed or handicapped development be forced to attend to, or complete, tasks in an atmosphere fraught with a multiplicity in quality or quantity of extraneous distractors.

ATTENTION
B. Selective Attention

IV. DEVELOPMENTAL LEARNING EXPERIENCES:

** Because FOCAL ATTENTION has been the initial emphasis, distracting stimuli should be eliminated or "played down" as much as possible until FOCAL ATTENTION has been firmly established.

1. Try to limit distractions to those of only color and movement before allowing distractions of sound. If unintentional and incidental distractions do occur, call the child's attention back to the activity at hand and try to remove the distraction until he has learned to focus attention at request.

2. In pursuing a moving object in order to capture it, whether the object is being moved within a limited space in front of the child or he is following the object through a maze, he should be aware of the surrounding objects only sufficiently to avoid interference with his prime pursuit. This is the basis for FIGURE-GROUND orientation. Another important fact with regard to FIGURE-GROUND PERCEPTION is that the prime object cannot be accurately perceived unless it is perceived in relation to its ground. This is true of all sensory receptors regardless of the target of the prime stimulus and whatever other receptors are alerted to distracting stimuli.

A. Always call attention back to the prime stimulator without mentioning or reaching toward the distractor yourself.

CAUTION: Saying, "Don't listen to _____." or "Don't look at _____." or "Don't touch _____.", only heightens the involuntary shift of attention from the prime target.

B. Pull an attractive toy on a string ahead of the child and, after he has fixed his attention on it and is in pursuit of it, roll a ball by him, and a short distance away from him, in the opposite direction of his pursuit, then in the same direction of his pursuit, and then across the path of his pursuit.

C. There are many occasions through the day when a child's attention can be directed to a stimulator which appeals to one of his senses (sensory receptors). The person in the room with the child should practice carrying on a "monologue of description" calling attention to whatever he is doing and placing emphasis on the word or words which name an item and the way in which "sensed" (touch, sight, hearing, smell, taste).

ATTENTION

B. Selective Attention

Talk just as you would usually, using your own language. Speak distinctly so that key words are easy for the child to pick up. Call attention to such things as: sound of door closing, chair sliding across the floor, opening a cupboard, the smell of food cooking, opening a cereal box, pouring dry cereal into a bowl, the ring of the telephone, or the brightness of a light turned on. Call attention to a sound from outside or, if out-of-doors, encourage the child to look at, feel, listen for things in his surroundings.

You may feel a bit self-conscious at first in this monologue. Remember, the sounds your youngster hears from you will probably be the first he tries to imitate and, after a while you will find him imitating the stimulator words you stressed as you talked.

D. Instead of naming the sensory stimulator you want your youngster to notice or to attend to, ask:

"What did you hear?", "Can you make that sound?"
"What did you see?" , "Is it pretty (big,funny,etc.)?"
"What do you smell?", "Is it a good smell?"
"How does this feel?", "Is it soft (warm,cold,rough, or any of the other sensations we want him to recognize through touch)?"

E. Develop a game activity encouraging your child to call your attention to a stimulating sound, smell, sight, taste, or feel. You might need to begin the game by saying:

"I hear something, what is it?"

or

"Do I see something big by the table? What is it?"

I. ATTENTION
C. INCREASING ATTENTION SPAN

I. MAJOR FOCUS:

To focus eyes, ears, and thought to the same cue or to similar cues in the same position for gradually longer periods. (These increases may be measured only in seconds at first).

II. OBJECTIVES:

A. Behavioral Objectives:

1. Attend to a task long enough to understand the major concepts involved.

2. Continue a task to its completion. The first tasks in such a developmental series should require rather short periods of concentration and be such that the motor actions required can be coordinated with auditory responses whether produced by the child (as a chant or song performed in rhythm with the motor action required in the task), or listened to from an external source.

3. Extend the interest and attention span by emphasizing relevant stimuli and varying the mode of presentation with definite attempts to stimulate as many channels of communication as possible during the session.

4. Increase the difficulty of and the length of time required to complete a task at a very slow rate. (Allow the child to repeat a task on the same level with some slight extension of time requirement.) Present new, more difficult activities as an extension of past learning and experience to allow the child to form association patterns.

CAUTION: Be especially alert to the child's reaching tolerance for frustration because of lack of success, difficulty of material, or lack of stimulation for continuing.

*** Since "span" is a variable dependent upon the type of task the child is asked to engage in, the length of attention span is directly affected by his ability to perform, to grasp the material, and to attend long enough to understand the major concept of the task.

ATTENTION
C. Increasing Attention Span

B. Guidelines for Assessing Response:

(Some of the above overlaps this area.)

1. Demonstrate focusing of attention on the task for increased periods, with ability to mask out irrelevant stimuli, and ability to form comprehensive associational networks which are remembered and carried on for increased lengths of time or carried over to following sessions.

III. DEVELOPMENTAL STEPS:

Same as suggested in Part "A" FOCAL ATTENTION and Part "B" SELECTIVE ATTENTION with each activity showing an increased attention span.

IV. DEVELOPMENTAL LEARNING EXPERIENCES:

Extend the duration and the difficulty of activities introduced in FOCAL ATTENTION AND SELECTIVE ATTENTION.

V. NECESSARY EQUIPMENT:

Self explanatory in activities sections.

Feel free to substitute materials which may be of greater interest to the youngster or which you may have more readily at hand.

Provide ample objects and opportunity for block play and manipulation of all variations of form, size, and texture combined with increasing complexity of a problem to be solved with these materials.

VI. SUGGESTIONS FOR ADDITIONAL ACTIVITIES:
FOCAL ATTENTION: Part II - Activity Section, #1-5, 6-9, 10-18, & 42
Piagetian Schema, p. 16-18
SELECTIVE ATTENTION & INCREASING ATTENTION SPAN: As suggested in the text, the behavioral objective to be encouraged in the child is toward being able to confine his attention to a prime stimulus without distraction to an interfering stimulus, and to be able to be constructively occupied with an activity for progressively longer times.

**Read page xiii: "Suggestions for Parent-Teacher" and "Steps to Obtaining Desired Behaviors.

I. ATTENTION

D. IMITATION, IMAGINATION, & DRAMATIC PLAY

I. MAJOR FOCUS:

Imitation: Attempts toward reproduction of movements he had seen and sounds he has heard in his immediate environment in order to perpetuate stimuli which have intrigued his interest.

**IMITATION is the very basis for the development of speech NOTE: The child's first movements and sounds are involuntary, but he soon learns that selected ones bring desired responses from mother or other family members.

From imitation of simple movements, sounds, facial expressions, etc. the child's expanding attention and memory span will permit him to imitate other stimuli around him.

Imagination to Dramatic Play: Enlarges on and varies his own sounds and movements, also adding these variations to imitation of stimuli he has observed (not directly demonstrated to him). As his memory span lengthens and strengthens he will repeat these activities related to models he does not see or hear but remembers, then will assign sounds and movements of absent models to whatever materials are at hand.

II. OBJECTIVES:

A. Behavioral Objectives:

1. Respond to visual or auditory stimulation by attempting to reproduce the stimulus.

2. Perpetuate the stimulus by repeating the activity.
   a. Sounds and motor activities which have come into his repertoire spontaneously.
   b. Sounds and motor activities which have become familiar to him in his environment but which he must attempt to reproduce in order to maintain the interest: bang a toy on the floor; clap two blocks or small toys together; pat-a-cake; stir in a bowl; pretend to drink from a cup; sweeping or dusting motions; mouth sounds as smacking, sucking, blowing.

3. Attempt to reproduce sounds and movements not already in his repertoire

4. Reproduce actions and sounds from memory of imitative activities using simple household or play items with which he is familiar, and attempting to associate speech sounds he has observed others assigning to the same items: "ba" (ball), "di" (drink), "poo", (spoon), etc.

5. Expand actions and sounds in dramatic play, demonstrating imagination by performing or assigning action to his play models which he may never have observed.

6. Assign a variety of sound and motion properties of an absent model to whatever materials are at hand.

ATTENTION
D. Imitation, etc.

B. Guidelines for Assessing Response:

1. Improved self-direction of focal attention to sounds and motions demonstrated to him.

2. Improved reproduction of these sounds and motions.

3. Repetition in unattended play of the sounds and motions that have been demonstrated to him for imitation.

4. Additions and variations to imitative activities demonstrating increased memory span and imagination.

5. Free play with models, imitating sounds and movements he remembers others using.

6. In the absence of model items, assigning sounds and movements to other items which would be appropriate for the absent models.

III. DEVELOPMENTAL STEPS:

1. Differentiates crying, babbling and cooing sounds to bring desired responses from others.

2. Begins to imitate sounds and movements made by others, if the behaviors are already in his repertoire. (Simple head, arm, facial movements).

3. Variety of imitated sounds and movements is further increased.

4. Signs of imitation of unfamiliar patterns of sound and motion.

5. Begins to imitate new models.

6. Imitates simple activities using things he sees rather than remembers.

7. Reproduces action with models absent (memory of imitative activities).

8. Assigns properties of an absent model to whatever materials are at hand.

ATTENTION
D. Imitation, etc.

IV. DEVELOPMENTAL LEARNING EXPERIENCES:

All of these suggestions should also be used throughout the entire section on ATTENTION.

LEVELS I - II

INITIALLY, imitate any early sounds you hear baby make. Do this as soon as you hear the sound. Repeat the same sound numerous times. Approach the baby making the sound as he may not be able at first to "zero in" on a sound that he may not hear clearly if it is not performed close to him, or where he can see you. Be sure to always obtain his attention while you are making the sound.

1. Imitate his banging on table or floor and have him imitate you.

2. Turn head back and forth and nod up and down.

3. Wave "bye-bye"

4. Raise hand as you say, "Hi"

5. Move a toy of his back and forth or up and down and encourage him to imitate the movement. Speak the words describing the movement - "up and down", "back and forth", "around and around", etc.

6. Put a small toy on top of your head, then tip your head so the toy falls in front of him. Put it on his head and see if he tips his head if it does not fall immediately.

7. Pat your hands together and play the "Pat-a-cake" game.

8. Whistle and see if he will pucker his lips and try, too.

9. Smack your lips.

10. Snurl your nose and make "puffing" sounds.

11. With the child on your lap, facing you, put your forehead against his, say "boom". Take your head away, - Do it again. Try to get him to move his head toward yours. Perhaps say, " (name) Boom".

12. Make a panting sound for the child to imitate.

13. Pat your hand on your mouth and say "wah, wah, wah"; then pat his mouth perhaps repeating your "wah, wah, wah". Or hum as you pat your mouth then his. Say, "(name) sings."

14. Clap blocks together at midline.

15. Imitate a sound the child has made and see if he will repeat the same sound.

ATTENTION
A. Focal Attention

16. Making a coughing sound for him to imitate.

17. Sniff a flower and give the child time to imitate you.

18. Pretend to drink from a toy cup then give him the cup, you may have to help him bring the edge to his lips.

19. Play "Bounce-Bounce" with the child on your knees, then sit still and see if he will bounce up and down on your knees.

20. Open and close fists - one hand at a time, then both.

21. Blink your eyes.

22. Place one block on top of another. Encourage tower building, also fitting one item inside another. Begin by dropping a small item into a larger one, preferably using items that will make a sound that will be attention-getting or pleasing to the baby.

23. Set one block, or another object, close beside another. Encourage placing items in line - across, or back to back. This activity helps introduce the percept of side to side and far and near.

** Use all activities given for FOCAL ATTENTION

Levels III - IV - V IMAGINATION AND DRAMATIC PLAY

1. Starts to imitate simple, everyday household activities using things he sees rather than remembers, as: sweeps with child-size broom, helps set table, helps dry dishes, uses many child-size models of adult tools.

2. Begins to reproduce action with models absent (memory of imitative activities).

3. Demonstrates imagination in dramatic play with dolls, or child-size models of all adult tools with which he is familiar.

4. Assigns properties of an absent model to whatever materials are at hand: tricycle becomes a road grader or truck, stick becomes a hammer or parasol, sticks and blocks become kitchen utensils, etc.

ATTENTION
A. Focal Attention

EARLY LEARNING EXPERIENCES:

Provide opportunity for unlimited play with blocks and other three-dimensional materials, child-size household articles such as broom, sweeper, tea party dishes, etc.

In the home, make available to the child one low drawer or cabinet space where he is free to take out and put in articles that are harmless to him and that he cannot damage. Just the opening and closing of drawer or door are great learning experiences reaching over into the area of Adaptive Behaviors (Problem Solving).

ADDITIONAL ACTIVITIES -- LEVELS I & II

Use appropriate activities page 6
Also: Piagetian Schema pages 42 - 46
Painter pages 80 - 83, 98-99, 110-112, 127, 152
Robinson pages 12-15 (act. 5-25)

Part II - Activity Section: 6-16, 19-27, 42
Provide a wealth of opportunity for much play with blocks and other 3 dimentional objects.

IMAGINATION & DRAMATIC PLAY - LEVELS: III, IV & V

Use appropriate activities page 15
Also: Piagetian Schema: pages 45-46
Painter: pages 173-174, 200

Part II - Activity Section: 10-12, 21-28, 29-31, 34-39, 74-80, 94

SENSORY

A. STIMULATION

I. MAJOR FOCUS

To be aware of, to identify, and discriminate messages received through the various sensory receptors.

II. OBJECTIVES:

A. Behavioral Objectives:

1. Show improvement in sensory perceptions by reacting appropriately to sensory stimulation.

2. Develop the abilities of observation, and attention to stimulation, there-by increasing the enjoyment of many additional sensations.

3. Make meaningful relationships between sensory perceptions and motor responses.

4. Train sensory discrimination skills and comprehensions so that, as development progresses, sensory messages - particularly those directed to auditory and visual stimulation - are translated into directional or instructional messages to which the child is able to stay "tuned in".

5. Demonstrate memory for past experiences by developing other meaningful problem-solving actions.

B. Guidelines for Assessing Response:

1. Demonstrations that the stimulus has been attended to and received by the appropriate sensory receptor as: sound by ears, odors by nose, taste by mouth, etc.

2. Uses actions or language to show that he is attending appropriately.

3. Shows an interest in expanding his sensory experiences in response to games initiated for him.

4. Attends to a sensory stimulus spontaneously or when called to his attention and make a response to show it has been received.

5. Demonstrates that he can discriminate sensory stimuli as to receptor attracted.

6. Demonstrates that he can discriminate differences in quality or property of various stimuli.

7. Shows selective preferences for different stimuli.

SENSORY
A. Stimulation

III. DEVELOPMENTAL STEPS:

NOTE: Most initial stimulation experiences are done to or for the child.

TACTILE:

1. Shows by any response that he has felt stimulation to the part of the body stimulated.

2. Explores the "feel" of an object in his mouth.

3. Looks at objects being felt in hands.

4. Shows preferences and dislikes for differences in tactual experiences.

5. Can select a familiar object or one of familiar texture by touch alone (eyes closed or objects in a bag).

6. Can name several tactile qualities such as sticky, wet, cold, soft, scratchy, etc.

AUDITORY:

1. Attends to auditory stimulation by turning of eyes and/or head.

2. Can locate and indicate source of sound.

3. Makes discriminations such as loud and soft, far and near, etc.

4. Names origin of familiar sounds as: telephone, train, car, etc.

5. Imitates sounds.

6. Attempts to reproduce sound when its origin is named as: "What does the dog say?" "What does the kitty say?" etc.

VISUAL:

1. Focuses on an object whether still or slowly moving.

2. Searches and locates.

3. Follows visually.

4. Transfers focus from one location to another.

5. Recognizes familiar persons.

6. Recognizes familiar objects.

7. Eyes watch hands in coordination activity.

8. Eyes watch feet in coordination activity.

SENSORY
A. Stimulation
Developmental Steps (cont'd)

9. Visual discrimination of size.

10. " " " " shape.

11. " " " " color.

12. " " " " texture.

13. " " " " position.

14. Visual memory for one of three objects seen, then that one object removed.

OLFACTORY:

1. Indicates use of nose for smelling.

2. Identifies several familiar pleasant odors.

3. Discriminates some odors as "unpleasant".

4. Identifies some unpleasant odors.

GUSTATORY:

1. Identifies several familiar tastes.

SENSORY

A. Stimulation

IV. DEVELOPMENTAL LEARNING EXPERIENCES:

I. STIMULATION OF SENSORY RECEPTORS

TOUCH:

One of the earliest sensory pathways to develop.

TACTUAL STIMULATION:

A. Mouth:

In the earliest stages, the mouth is the most sensitive part of the body for receiving touch stimulation, so the baby can make the most accurate interpretation of the "feel" of something by touching it to his mouth. Just be sure the objects he handles and puts to his mouth are safe so that you will not be allowing - or even encouraging - him to explore on the one hand, and be denying him the chance to explore by taking things away because they are not safe. Be sure the objects are too big for him to swallow.

He will always be interested in something new, so frequently replace the objects he has been exploring with others. Soon he will be finding and trying new things for himself.

Using the tactual experiences suggested above and being selective about what is put into or against the mouth, describe the "feel" as it is experienced.

B. Body Surfaces: "Tactual Experiences".

Touching and Being Touched: (An important ingredient of social and affectional contact.)

LEVEL I

Some of your youngster's earliest learning came about from touching and being touched, particularly from being touched while being diapered, dressed and undressed, bathed, and from just being picked up and held whether for feeding comforting, or for loving.

SENSORY
A. Stimulation

He would have had many experiences of being touched before he was able to do the touching himself with his hands, feet, face and head, and with other body surfaces.

Use these opportunities to talk to your youngster about the part of his body you are touching as:

"Rub the powder on _____'s (child's name) back."

"Wash _____'s (name) face with the cloth."

"Pat _____'s leg."

"Pull _____'s shirt over his (her) head."

"Into the sleeve goes _____'s hand."

"There goes _____'s foot into his sock."

Give the child opportunities to feel the powder, soap, lotion, water, etc., with his hands as he will soon be learning to look at his hands while they are engaged in some activity and through all these experiences he will be matching his learning of feel, the use of each, the name of each, and that all these things match to have something to do with HIM.

Give the child ample opportunity to learn the boundaries of his immediate environment - - crib, play pen, bath - - and the extent to which his own body can reach those boundaries by placing him so that he can kick the sides with his feet, feel or hit with his hands, push with his head, or to touch the boundaries with any part of his body.

LEVEL II

Willingness to handle, touch and feel varied textures, sizes, shapes, states of materials and objects, offer opportunities to experience:

Square - Round	Heavy - Light
Fat - Thin	Rough - Smooth
Hard - Soft	Sharp - Blunt
Rigid - Flexible	Warm - Cool
Sticky - Gooey	Wet - Dry

** Describe the given materials and objects as they are handled.

LEVEL III

Learning Experience Activity

"Touch Bag" or "Touch Box"

Use either a paper bag, cloth bag, or a box with a hole in the top or one side so that the child cannot follow his hand as it goes into the container.

A.

Beginning with no more than three objects with which the child has become very familiar by sight and touch as well as recognizing the name, and perhaps, naming himself, let him see you drop them into the container as you name each one. If he can, let him name each after you. Ask him to reach in and find one which you name.

B.

Ask him to find one with his hand. Before drawing it out and without looking ask him to tell you the name of the object he is holding in his hand then draw out the object to see whether it has been correctly named.

** If he is unable to say the names of the objects, after he has obtained one inside the bag or box you might say to him, "Is it the _____?" and he can indicate to you in his own way, "Yes" or "No". After the object has been drawn from the container allow him to make his own decision about his accuracy. You might ask, "Is that the _____?". If he has named it correctly, or has accurately indicated that he has been holding the object you asked about, reward him with praise or a taste reinforcement.

If he has been incorrect,ask whether the object in his hand has some property outstanding in the object named as, "Is that long like the banana?" or, "Is that round like the ball?".

C.

Before he reaches his hand into the container, ask him to name one of the objects he has seen you put in, then reach in and hunt for that object.

SENSORY

A. Stimulation

D.

As he is able, increase the difficulty and interest in the game by adding one more object at a time to the ones already in the container.

E.

Beginning again with no more than three objects, play the game again, but this time do not let him see you drop the objects into the container, nor name the objects that will be in the game.

AUDITORY

LEVEL I

A. Attend to auditory stimulation, (also in Focal Attention),

1. by turning of eyes or head.
2. by coordinated movement of eyes and head.

B. Listen and locate sounds.

Activities for Level I

1. Rattles a bell in different positions and distances.

2. Voice from different positions.

   ** Encourage finding the source of sound with eyes.

3. Crumples paper - If child reaches for material you are crumpling, help him to hold and crumple.

4. Talk often to him from different positions in the room so that he must search for the sound of your voice with his eyes. Give him many opportunities to see your face close to him and present him with a pleasant smile. Help his hands to explore your face.

SENSORY
A. Stimulation

LEVEL II

A. Identify and discriminate gross sounds.

B. Match auditory clue with object.

C. Imitate auditory and visual cues.

LEVEL III

A. Identify prime sound out of background distraction.

LEVEL IV

A. Action performed from auditory clues only.

B. Development of auditory memory.

VISUAL

Attention to auditory stimulation must have been established so that coordination with visual pursuits can be attained.

LEVEL I

(Also in Focal Attention)

A. Fixation on parent/teacher.

B. Fixation on indicated object.

C. Follow movement of object from one point to another.

D. Follow from one object to another at different locations.

E. Eye contact with own hand holding small object.

F. Eye fixation on object as hand makes contact.

SENSORY
A. Stimulation

G. Visual tracking of hand activity.

H. Visual tracking of another person in various activities.

*** Establish Visual-Auditory Perception Match

OLFACTORY

A. Identification and discrimination of obvious, familiar, pleasant odors.

B. Attention to, identification of, discrimination of gross to more insipid odors.

C. Identification of unpleasant odors.

GUSTATORY :

A. Identification and discrimination of tastes.

B. Identification and discrimination of the feel of different food items in the mouth (temperature, consistency, liquid or solid, soft or firm).

SENSORY

B. INTERPRETATION AND PERCEPTION OF SENSORY STIMULATION

I. MAJOR FOCUS:

Resultant integration of correct reception of and reaction to sensory stimulation.

II. OBJECTIVES:

A. Behavioral Objectives:

1. To develop interpretation and perception of sensory stimulation through daily contact with new sensory experiences.

2. To learn to identify (name) and to distinguish different qualities of different sensory stimulators.

3. To learn to react appropriately to different sensory stimuli relating sensory receptors to stimuli, as:

"I hear the telephone with my ears."
"I see the trees with my eyes."
"I feel the cool water with my skin."
"I smell breakfast cooking with my nose."
"I taste food with my mouth."

As the child meets his sensory experiences, use language as you describe, point out, touch, see the things you want him to be aware of.

4. To understand that the qualities, sizes, shapes of some objects in his sensory experiences may change while the name of the object remains the same. That is, a ball may be soft or firm, of many different colors, small or large and different balls used for different kinds of games - but they are all balls. Or, a bell may have a clanging sound, a tinkling sound, a musical sound, etc. It may be a telephone bell, a door bell, a school bell, but they are all bells.

5. To build patterns of retention of the cause-effect relationships and uses for stimulations received by sensory receptors in concert (what is seen, heard, felt, smelled, tasted - or any combination of these) and how these various combinations can be used to clarify or to initiate new sensory experiences.

B. Guidelines for Assessing Response:

1. Demonstrates accurate interpretation and perceptual relationships of sensory stimulations.

2. Accurately classifies sensory stimuli regardless of the variety of properties of each.

3. Forms accurate relationships when presented with two or more stimuli affecting two or more receptors.

4. After initial suggestions, initiates other relationships between sensory experiences as; seeing what is heard, feeling what is seen, tasting what is smelled, etc.

SENSORY
B. Interpretation & Perception Of Sensory Stimulation

III. DEVELOPMENTAL STEPS:

*** Refer to DEVELOPMENTAL STEPS UNDER SENSORY STIMULATION

IV. DEVELOPMENTAL LEARNING EXPERIENCES

ACTIVITIES: -A-

1. An added awareness of his surroundings can be encouraged by asking: "Did you hear that? It was water running." or "Did you see the bird fly by the window?"

2. Or ask the question so that the child is encouraged to answer with the sensory experience, as: "What is that I hear?" "What did I see fly by the window?".

3. Name often the sounds he hears, the things he sees, the objects he touches, the odors he smells, the foods he tastes.

4. All these activities will help him in learning to listen and observe and in forming ideas of relationships which will be reinforcing to all areas of his learning.

- B -

1. As the child becomes familiar with identifying objects with the initial sensory receptors, as, hearing the telephone, seeing the car, etc., play games in which he has an opportunity to identify objects through other senses.

2. A real fun game is the "Touch Bag" or "Touch Box". Beginning with no more than three (perhaps only two) objects with which the child has had considerable experience, put them into the bag or box and name one that he is to find with feeling without looking.

3. Next, ask him to find one object, name it, and then withdraw it to see if he has named the one he has in his hand.

ADDITIONAL LEARNING ACTIVITIES

TOUCH

1. An activity box with many gadgets new to him will busy him for a long time and teach him to use his fingers and to interpret messages received from his fingers (shape, size, texture, etc.). Name the objects to him as they are brought out of the box. Show him something that can be done with some of the objects.

2. Provide the child with a "busy board" including locks, hooks, other numerous pieces of workable hardware, light switches, bell buzzer buttons. It is possible to construct these so that the child actually solves a problem when he manipulates the articles - opening a little door with the lock, hook or slip knob, turns on a light with the switch, rings a bell when the button is depressed, etc.

3. A wagon with things to put in and take out is useful for pulling as well as practice in placing and removing things.

4. Play dough and clay are excellent for teaching him to use his fingers and hands to roll, pat, punch, poke, make into a pancake or any other shape he can think of.

5. Rub parts of the child's body with different textures of materials, powder, lotion, and describe the parts of the body touched or rubbed and name the particular impression to be felt, as: soft, smooth, rough, wet, cool, sticky, gooey, etc.

6. Give the child different textured materials to grasp.

7. Give the child a clean spoon to hold and to put in his mouth. Other things that can be safely put into the mouth can be given with a description of the feel or taste.

8. Present vibrating objects to the child to touch or to hold.

9. Provide the child with materials of all sorts for pouring and for filling containers: beans, sand, rice, cereal bits, and eventually liquid such as water, tea, Kool Aid, etc. The containers must vary in size and use: cup, bottle, bucket, vase, bowl, molding forms, can, etc.

ADDITIONAL LEARNING ACTIVITIES

AUDITORY:

1. Clap 1, 2, or 3 times and ask the child to repeat.

2. Clap 1, 2, or 3 times in uneven rhythm and ask the child to repeat.

3. Bounce a ball 1, 2, or 3 times and ask the child to bounce the ball he holds in the same way.

4. After the child has become proficient in watching and listening and imitating, play the games asking the child to close his eyes while you clap or bounce, then open his eyes and repeat what you have done.

5. Show two objects, for example a cup and a spoon. Let the child watch as you tap the table with each. Repeat the demonstration and ask the child to name the object you have tapped as watched. Then have him close his eyes. Tap the table with one of the objects and ask the child to name the object.

6. Other possible sounds to introduce the child to recognition of objects and the sounds they can make are:

tearing paper	bouncing a ball
sharpening a pencil	rattling a rattle
walking, running, shuffling feet	snapping the lights on and off
clapping hands	knocking on a door
sneezing, coughing	blowing out a match or candle
tapping on different surfaces as glass, wood, or metal	dropping an object
	moving a chair across the floor
jingling money	snapping of fingers
opening a window	blowing nose
pouring water	opening or closing drawers
shuffling cards	stirring in a bowl
blowing a whistle	stirring a glass of iced tea
banging blocks	clearing the throat
ringing a bell	splashing water
sweeping sound of brush or broom	rubbing sandpaper together
raising or lowering window shades	chattering teeth
leafing through pages in a book	clicking the tongue
cutting with sissors	smacking the lips
shaking paper clips in a glass	crumpling paper
rattling keys	scribbling with pencil on paper
snapping rubber bands	striking a match

7. Use the above as a What is it?" game with eyes open, then play "What do you hear?" with eyes closed.

8. "Near or Far?" game. Identify outdoor sounds and tell if they are near or far. Perhaps begin by saying, "I hear_____. Is it near or far?"

AUDITORY:

1. "Loud and Soft." Same as above with either indoor or outdoor sounds. Advance to prediction of loudness of the sound from the appearance of the object, for example: ruler and toothpick, pot cover and key, etc.

2. "Story Sounds" - - when reading or telling a familiar story let the child speak as one of the characters in the story, or make the sound of the animal or object named in the story.

Additional Learning Activities

VISUAL:

1. Many examples of VISUAL LEARNING ACTIVITIES have been given in ATTENTION, Section I., and in DEVELOPMENTAL LEARNING EXPERIENCES in this section.

OLFACTORY:

1. Prepare a "smell-box" containing various items with characteristic odors. After the items have been explored by looking, feeling, tasting, as well as by smelling, have the child close his eyes and try to identify various items by smell alone. Some items for this box might be coffee, chocolate, perfume, lemon, newsprint (with fresh print on it), toothpaste, soap, a banana, paint, clay, olive oil, cheese, freshly cut wood, pine needles, cinnamon, nutmeg. Introduce other items with distinctive odors which you may have at hand.

GUSTATORY:

1. Prepare an activity similar to the one above. The box should contain items of food with characteristic tastes but less distinctive odors than the smell box, ones in which the texture of the food in the mouth is part of the taste, such as hard candy, bread, cooked potato (or other cooked foods), mild cheese, salt, sugar, vinegar, etc. Be willing to demonstrate tasting of the items as, often, a child must be reassured that this will be a pleasant game. Offer several familiar tastes first before introducing new ones.

2. Have the child identify common foods with the eyes closed. Encourage the use of combined taste and smell perception, since many foods cannot be identified by taste alone (a raw potato tastes much like a raw apple if the nose is held closed, for instance).

Such things as soaps, hand creams, perfume, nail polish, shampoo all have high smell value and can be taught in association with their usage.

Edible items with distinctive odors, as well as being more easily identified by taste are bananas, coffee, oranges, lemons, chocolate, peanut butter, onions, cinnamon, or cloves.

** There is little value in teaching discrimination and identification of tastes and smells apart from the proper setting. The development of Olfactory and Gustatory senses should be incorporated into actual experiences.

V. NECESSARY EQUIPMENT:

Materials used in each activity are suggested in the activity descriptions. Feel free to substitute materials which may be of greater interest to the youngster or which you may have more readily at hand.

VI. SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Feel free to modify or add to any suggested activity to obtain the objectives given in part II.

TACTILE PERCEPTION TRAINING

1. Tactile Perception Skills may be speeded and improved by brushing skin surfaces with a brush of the type used for scrubbing hands. This has been found to stimulate tactile nerve endings and enhance stimulus reception.
2. A box filled to a depth of eight inches with navy beans in which items can be hidden for the child to "find" with either hands or bare toes. This form of stimulus interceptor motivates the child to think about both the form and texture of the hunted item, and encourages him to form a mental "picture" of the item.

3. Van Witsen # 141-143 Differentiation
144-147 Classification of Tactile Perception
148-150 Shape Perception

VISUAL-PERCEPTUAL-MOTOR COORDINATION

1. Training in this area will afford children opportunities to practice visually steering their hands through space to accomplish an appointed task. The combination of eyes and hands working together is necessary for achievement of many experiences.

2. Braley p. 93-107
Cratty p. 60-66
Van Witsen Activity #88, #1-8, #24-26

3. Give the child opportunities to practice control of the movement and direction of his body by using his legs and feet in correlation with visual steering.

4. Braley p. 109-123

5. Hold two sound making toys 12 to 18 inches in front of the child, one at midline and the other 6 to 12 inches out in the periphery.
Encourage the child to reach out and sound one, then the other.
Extend the distance from child to target until he can sit on one side of the room and fixate and point from target to target across the room as they are named for him. (Look at the chair, the television, the lamp, etc.)
Change the target so that the child can practice vertical, lateral, and diagonal movements.
6. Have him coordinate visual fixation with point with finger. Use the right hand to point to targets on his right side, and left hand to targets on his left. Point and look at several targets to the right before going to his left before crossing the midline with each successive target.

7. Add "pursuit" to "fixation". Ask the child to "watch it wherever it goes." Allow him to use eyes and hands in coordination. Move the target several times in each direction: laterally, vertically, diagonally, in a circle.

8. Allow the child to move his head with his visual tracking until he has become familiar with what is asked of him. Then help him to keep his head still and follow just with his eyes.

AUDITORY TRAINING

1. Several times a day, play a game of being quiet and relaxed with eyes shut. Place the child in the position where he is the most comfortable and relaxed. At first, it may not be possible to maintain this silence for more than two seconds. Keep trying until he can maintain reasonable quiet for 30 seconds or more. Whisper his name and have him rise quietly and come to you. Reinforce him when he can comply. As his quiet-relax time can become longer give him a simple command in a whisper. Change your position from him to encourage him to give more attention to listening. Make a habit of using a low, quiet tone of voice when presenting tasks or play items.

2. Further encourage listening by presenting interesting sounds: whistle, crackle paper, tap on a glass or a pan, rap on a hard surface, shake something that rattles, etc.

3. Van Witsen Activities #89-97 Familiar Sounds
98-99 Animal Sounds
100-105 Imitations
106-109 Following Directions

OLFACTORY RECOGNITION and RECALL

1. Van Witsen Activity # 154-155-156

GUSTATORY PERCEPTIONS - Oral Manipulations

1. Talk about foods on the table for a meal, how they taste, how they feel in the mouth, their names, etc.

2. Encourage identifying common foods with eyes closed, from combined taste and smell perception, since many foods cannot be identified by taste alone.

3. Prepare a "taste-box" containing items of food with characteristic tastes but less distinctive odors. Be sure to include foods in which the texture in the mouth is a part of the taste, such as hard candy, bread, cooked potato, mild cheese, salt, sugar, vinegar, peanut butter, celery.

**Pleasant tasting substances must be given, and the child must learn to to trust that the experience will be a pleasant one.

SENSORY
B. Interpretation and Perception Activities (cont'd)

MOUTH GYMNASTICS:

Jaw:
1. Open and close mouth slowly.
2. Open and close the mouth fast.
3. Open mouth and eyes at the same time, then alone and then at the same time.

Lips:
1. Protrude lips and then draw them back tight.
2. Rotate tongue around lips.

Tongue:
1. Thrust tongue out quickly; in quickly.
2. Thrust tongue out quickly; in slowly.
3. Variations of out and in speed.
4. Turn up point and apply it to different points of lips, teeth, and roof of the mouth.
5. Turn point of tongue down over lower lip as far as possible.
6. Thrust tongue into cheek.
7. Flap point of tongue as in saying, "La la la la."
8. With the mouth open, shut back of tongue against the roof of the mouth.
9. With the mouth open, let the tongue lie soft and flat within the mouth.

Other activities to help the child learn to suck, blow, chew, open and close mouth, move the lips, and keep the lips closed are included in the Language Development Component of the Parent Tape Training Program.

Part II - Activity Section:

1. Tactile Perception Training: #20-28, 40

2. Visual-Perceptual-Motor Coordination: #40, 41, 43, 61-64, 95-97

3. Auditory Training: #1-5, 10-12, 19-28, 46, 84, 85, 95-101

General Sensory Stimulation: #20-28

Painter: Make full use of all sections appropriate for development of sensory perceptions.

Piagetian Schema - p. 19-27

**Before beginning any activities with the child read page xiii "Suggestions for Parent-Teacher" and "Steps to Obtaining Desired Behaviors".

III. ADAPTIVE BEHAVIORS:

EARLY PROBLEM SOLVING

A. Sensory - Motor Factors

B. Personal - Social Factors

ADAPTIVE BEHAVIOR

I. MAJOR FOCUS:

An instinctive or intelligent response to problem solving.

This response may be one of adjustment, perception, orientation, manipulation, or verbal expression which reflects the child's capacity to initiate new experiences and to profit by past experiences.

II. OBJECTIVES:

A. Behavioral;

1. To exhibit learning which demonstrates an adaptation in behavior.

2. To demonstrate successful accomplishment of an act.

3. To demonstrate learning accomplished through the solving of a task presenting a problem.

**Response which is not the result of, or does not lead to successful accomplishment will not be learned.

B. Guidelines for Assessing Response:

1. Displays of increases in the capacity to profit by past experiences and to initiate new experiences toward the successful solution of a problem.

2. Observable performance of responses showing a motivation toward adaptations of behavior to repeat or refine the solution of a problem.

***ADAPTIVE BEHAVIOR ACTIVITIES are introduced to establish cause and effect relationships which reinforce later problem solving techniques.

AREAS OF ADAPTIVE BEHAVIOR

A. SENSORY-MOTOR FACTORS:

1. Gross or fine motor coordination
2. Meaningful response to auditory stimulation
3. Meaningful response to visual stimulation
4. Meaningful response to directions
5. Freedom from defects in vocalization such as lisp, stuttering, stammering, etc.

B. PERSONAL-SOCIAL FACTORS:

1. Interpersonal relations:
   Relates adequately to peers and/or authority figures
   Demonstrates ability to recognize needs of others.

2. Cultural conformity:
   Conforms to social mores.
   Meets standards of dependability, reliability and trustworthiness.
   Exhibits behavior which is not asocial, anti-social, and/or excessively hostile.

3. Responsiveness:
   Exhibits ability to delay gratification of needs.
   Demonstrates long-range goal striving.

The child must be able to plan and understand movement in order to perform a motor activity to attain a goal or avoid an obstacle. **Examples of elementary development include motion of the arm involving shoulder, elbow, wrist, and fingers in order to grasp an object. Included in the plan must be direction, distance, shaping the fingers to match the size and shape of the object to be grasped.

A combination of movement development and tactuality is essential to an understanding of shape and size, distance and direction. An awareness of temperature and temperature changes is necessary in development of adaptive behaviors such as choice of clothing, drink and food placed in the mouth, testing of water for bathing, etc.

ADAPTIVE BEHAVIORS
A. Sensory-Motor Factors

III. DEVELOPMENTAL STEPS and

IV. DEVELOPMENTAL LEARNING EXPERIENCES

A. SENSORY-MOTOR FACTORS: Areas 1, 2, 3, 4

From the very earliest age the baby should be offered opportunities to make visual, auditory and tactual responses to stimulators which are, in themselves, colorful, pleasant sounding, or interesting to the touch.

1. Hand a small music box in the crib near enough to baby's head so that he can easily locate the source of the sound.

Wind the box to play several times throughout the day, but not so constantly that he learns (1) to ignore the sound, or (2) to be so dependent on it in the small environment of his crib that he is uncomfortable without the constant tinkling tune.

2. As soon as baby is turning his head to make visual contact with a sound maker (whether a toy object or your face when you speak or sing to him) and/or is making involuntary motions with arms and legs, hang in his crib, play pen, or in any position which will be within reach of these involuntary motions, a mobile to react in some interesting way when he (1) strikes it with hands or feet, or (2) grasps, then pulls or shakes.

3. As soon as baby is repeatedly successful in making contact with the mobile with either feet or hands, change the location a little so he will need to modify his own movements to enjoy the same success.

4. When baby is enjoying the success of getting the reaction from his toy that pleases him, provide him with a "busy board" on which he can learn to operate a simple latch, lock, door knob, light switch, bell button, etc.

There are several good busy boxes for baby on the market. Be sure the one you choose has a variety of (1) colors and (2) manipulations required of his fingers (turning, pushing, sliding, depressing, etc.)

5. a. Place an attractive object on a small blanket or towel,

b. Call the youngster's attention to the object,

c. Demonstrate how the object can be obtained by pulling the blanket or towel toward him. Be sure the toy object is far enough away so it must be pulled in order to bring it within reach.

6. Show a favorite toy, then place it under a towel or blanket. Demonstrate how to find the toy either by pulling off the towel or by reaching under the towel to bring it forth.

7. Drop toys into an open-top box. Encourage the child to follow the object with his eyes and then retrieve them.

8. Show the youngster a small object. Let him watch as you place it in a container with non-opaque sides. Tell him, "Mommy puts it IN the box."

Remove the object and say, "Mommy takes it OUT of the box."

Let him watch as you place it in the box again.

Place the lid on loosely.

Ask the youngster to retrieve the object.

9. Show a favorite toy.

Let the youngster see you drop it into a paper bag and either fold or twist the top of the bag to close it.

Hand the bag to the youngster. If he fails to open it after a few moments of exploration, show how it is done and let him see the toy in the bottom of the bag. He may need to be allowed to reach into the open bag and at least touch, if not to withdraw, the toy.

Close the bag again and encourage him to make another attempt to open it.

**Perhaps you could give the bag a gentle shake to help the youngster maintain a memory for the toy inside.

10. Show a favorite toy.

Let the youngster see you drop it into a box with a fold-down top. Close the top.

Partially open the lid flap to show how the exploration is to be begun.

11. When a toy can be quickly retrieved from this type box, put a toy in a box with a fit-over-the-top lid.

At first place the lid on loosely.

Ask the child to retrieve the toy.

12. Place a small toy inside a big or small box which you are then to put inside or under 1 and then 2 progressively larger containers so that more than one container must be removed or opened to find the target toy.

13. Roll a ball, or place a toy, under a piece of furniture so that the child cannot retrieve it with a simple reach, but so that he has to go around to the other side, crawl under, or move the obstruction.

If he cannot demonstrate this detour behavior, show him how to get the ball, and they try it again.

Increase the difficulty of the problem by being sure the ball goes out of sight and the child has to look for the location of the object as well as to solve the problem of retrieving it.

14. Encourage the child to crawl under tables, on, around, over chairs or other objects, through narrow spaces, up stairs to solve problems of finding objects as well as enlarging his experience with different kinds of space.

15. Place objects at different heights in the room and encourage the child to get or find them.

16. Call out directions for the child to go under the chair, sit under the table, creep or walk around a piece of furniture, get up on a stool, go through the tunnel-box, hide behind a piece of furniture, etc.

17. Let the child see you place a small object in one of your hands. Close both hands and ask him to find the object by indicating the hand he believes it is in.

18. While the child is watching, place a toy in your hand. Pass your hand behind three different screens depositing the object behind one of them. Ask the child to find the object.

19. Hide a small toy behind 2 screens and ask the child to find it. When he is able to do this easily, use 3 screens.

20. Give the child unbreakable jar, or other containers with push on and screw on tops. Put a reward type object inside the container. Let him learn to discriminate whether the lid must be pried off or unscrewed to obtain the reward.

21. Give the child a container and some cbjects, some of which are too large to go into the container and some small enough to go into it. Let him select the ones that will go into the container.

22. Give the child containers of different size and objects of different size (no more than three different sizes of each) and encourage him to put objects into containers of relative size.

23. After the child has been the "doer" successfully several times let him be the one to present you with the problem to solve. Make a very obvious mistake occasionally and see whether he corrects you or shows you how to solve the problem.

Painter: Refer to all "Problem Solving" sections throughout text.

Area 5:

Freedom from defects in vocalization such as lisp, stuttering, stammering, etc. - ADAPTIVE BEHAVIOR in probably its finest degree.

Throughout the entire developmental period of the child's life he must be constantly exposed to accurate patterns of vocalization and articulation in an attempt to prevent unacceptable patterns from becoming fixed habits of utterance.

Stress reactions resulting in amplification of the problems can be caused by:

a. Imitating his unacceptable patterns,

b. Talking "baby talk" to him,

c. Over correction or demands for changes in patterns he may use as a result of

1. poor auditory, visual and/or tactual perception,

2. immature or incorrect development, or damage to, physical/neurological mechanisms.

B. PERSONAL - SOCIAL FACTORS

For development of Personal - Social Factors refer to section VII Social Development.

Activities for training to avoid or to ameliorate defects in vocalization are given fully in the Language Development Component of the Parent Tape Training Program.

ADAPTIVE BEHAVIORS (PROBLEM SOLVING)

V. NECESSARY EQUIPMENT:

Materials used in each activity are suggested in the activity descriptions. Feel free to substitute materials which may be of greater interest to the youngster or which you may have more readily at hand.

VI. SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Feel free to modify or add to any suggested activity to obtain the objectives given in part II.

Painter: Cause & Effect, p. 113
Problem Solving, p. 129, 154, 176

Prudden: p. 100, 101, 102

Harvat: Obstacle Course, p. 78-81
Solving Non-Locomotor & Motor Problems, p. 82-88

Piagetian Schema: p. 16-18

**Before beginning any activities with the child read page xiii "Suggestions for Parent-Teacher" and "Steps to Obtaining Desired Behaviors".

IV. GROSS MOTOR

A. REACH-CONTACT, GRASP-RETAIN, RELEASE-PROPEL

B. ROLL-SIT-CRAWL-CREEP-STAND-WALK

C. SELF-IDENTIFICATION

D. BODY-LOCALIZATION

E. BODY-ABSTRACTION

F. MUSCULAR STRENGTH

MOTOR

B-GROSS MOTOR

I. MAJOR FOCUS:

"One learns what he does."

1. To move the large muscle groups in the whole body within the limits of his own space as well as to develop a sense of relation of self to immediately surrounding space (crib - play pen etc.).

2. To learn how to enlarge his own space and to move through that space by changing body position.

3. To explore the properties of objects in space.

4. To gain voluntary control of the body through repeated use of motion in a purposeful activity.

II. OBJECTIVES:

A. Behavioral Objectives:

1. Involve large muscle groups in the whole body, beginning with random movements, gradually refining and directing those movements.

2. Develop the body's sense of itself in relation to surrounding three-dimensional space.

3. Develop gross muscle control in:

rolling over	climbing	running
crawling	squatting	jumping
creeping	bending	hopping
sitting up	walking	skipping
standing		

4. Movement to become gradually more directed and refined as the child explores ever widening space, assuring continuing gross motor development.

5. Stimulation and interaction with responsive people and/or objects to insure developmental progress toward exploring all the space offering greater distance and intrigue.

6. Exploration demanding a variety of postural changes and movement patterns among large, stationary objects which define the usable space.

7. Coordinate his whole body in relation to a moving object as he propels it. (He must control not only his body, but also the object, learning to shift his body weight to change direction and to maintain balance.)

8. Further refinement of reflexes.

9. Learn to control not only his own body but the objects within his space so that he develops the ability to shift his body weights to change direction and movement and to maintain balance.

B. Guidelines for Assessment:

1. Demonstrates voluntary control of large muscle groups through the use of motion in a purposeful activity.

2. Demonstrates adquate and realistic self image through accurate identification of body parts on self and other, carried on to appropriate transfer to abstract currupts persons or pictures of other than self.

3. Develops independence of social skills and self help skills.

4. Demonstrates ability plan and understand movement in order to perform a desired activity to attain a goal.

The child must be able to plan and understand movement in order to perform a motor activity to attain a goal or avoid an obstacle. **Examples of elementary development include motion of the arm involving shoulder, elbow, wrist, and fingers in order to grasp an object. Included in the plan must be direction, distance, shaping the fingers to match the size and shape of the object to be grasped.

A combination of movement development and tactuality is essential to an understanding of shape and size, distance and direction. An awareness of temperature and temperature changes is necessary in development of adaptive behaviors such as choice of clothing, drink and food placed in the mouth, testing of water for bathing, etc.

MOTOR

A - REACH-CONTACT, GRASP-RETAIN

RELEASE-PROPEL

I MAJOR FOCUS:

1. REACH-CONTACT:

Directed arm movements in response to objects within the visual field (from a crudely functioning hand at the end of a poorly functioning arm to a well-coordinated arm under the directing influence of a fairly well-developed prehensile organ).

2. GRASP-RETAIN:

Early reflexive, two-component activity of finger closure and gripping.

Development from crude palming succeeded by a refined finger-tip prehension characterized principally by thumb opposition, forefinger dominance and readiness for manipulation.

Adapatation of finger pressure to weight of object.

Digital mobility manifested by poking, probing, plucking.

Becomes a voluntary motor function used with skill and discretion only because it has been used in meaningful motor tasks involving grasp.

3. RELEASE-PROPEL:

Control over finger extension so that objects can be voluntarily released with increased precision in placement.

To PROPEL (or throw), involves visual localization, stance, displacement of bodily mass, reaching, release, and restoration of static equilibrium. Skill in throwing requires a fine sense of static and dynamic balance, accurate timing of delivery and release, good eye-hand coordination, and appropriate functioning of the fingers, as well as the arm, trunk, head, and legs, in controlling the trajectory of the ball.

MOTOR

Reach - Grasp - Release

II. OBJECTIVES:

A. Behavioral Objectives:

1. To direct arm, hand and finger movements coordinated with visual pursuit, location and focus so that an object can be contacted, grasped and retained.

2. To direct arm, hand and finger movement, ascertain and locate a target and coordinate intent with muscle activity to release and propel the object away from the body in the desired direction.

B. Guidelines For Assessing Response:

Demonstrates smooth progression from earlier attempts to grasp on object seen, to the goal of - simultaneous release and propal with ability to determine and make contact with target.

III. DEVELOPMENTAL STEPS:

1. Visual location of object.
2. Motor reach for object.
3. Contact object without grasp.
4. Grasp object.
5. Retain object in one or both hands.
6. Release and drop object without target intent.
7. Change object from one hand to the other.
8. Intentional release and drop or placeing of object.
9. Complete coordination of muscle activity and directional planning so that object can be released and propelled away from the body.

   * # 9 may also include propelling the object away from the body with foot contact though this does not involve the release mechanism.

10. Intercept ring or ball with both hands swung or rolled toward child from directly in front.
11. Grasp and retain object as presented in # 10.
12. Intercept ring or ball with one hand swung or rolled toward child from either side.
13. Grasp and retain object as presented in #12.

    * Note in # 12 and 13 whether hand on opposite side of object is reached across midline to intercept and grasp object.

14. Propel object grasped in # 12 and 13 away from body. * Note whether direction of return is same as direction of approach or there is no directional planning.
15. Propel object with observable directional planning to return object to point of origin.
16. Catch an object in both hands tossed from directly in front.
17. Bounce a ball and catch in both hands and retain.
18. Bounce a ball with both or one hand and continue dribble for several bounces without catching.
19. Toss a ball or object over head with both hands and catch in both hands.

IV. DEVELOPMENTAL LEARNING EXPERIENCES

1. While the youngster is lying on his back, hold a rattley noise maker or a colorful attracter about 12 inches above his tummy. Shake the attracter until he sees it. Say, "See the pretty." Move it slowly toward his hand and say, "Get the pretty." Make it possible for his hand to come in contact with the object and to grasp it if possible, smile and say enthusiastically," (His Name) got the pretty."

2. Place a toy near the youngster's hand while he is looking at his hand and encourage him to reach for and grasp it.

3. Place a toy over his crib that reacts when he strikes or pulls or grabs parts of it.

4. Place toys in various positions and distances from him so that he has to reach for them. Encourage him to take them into his hand without your always having to place it in his hand.

5. When the youngster is able to stand by a piece of furniture place a small toy at the edge of the furniture within his reach. Tie the toy with a cord large enough for the child to be able to grasp. See that the end of the cord does not leave the table, but let the youngster push the toy over the edge and find that he can retrieve it and regain it in his hand by pulling on the cord.

It would be an added challenge to let the child discover that when there is no cord tied to the toy it can fall over the edge without his being able to retrieve and grasp it, so he must make eye-hand contact and grasp before it can tumble over the edge.

6. Place floating toys in his bath water so that he must compensate for the movement of the water in reaching for and grasping the toy.

7. Place several cubes (at least 1" size) where he can easily obtain them. Encourage him to drop them into a bowl or a can (a coffee can with bright, reflective lining is intriguing to him). It may be necessary to begin with objects of larger than 1" dimension.

8. Decrease the size of the objects to be grasped and also the size of the opening into which they are to be dropped. The size can be decreased to that of small sugared cereal bits dropped into a plastic container with a narrow "neck" or top.

9. Give the child a toy which requires repeated grasp and release such as "Pop Beads", take apart toys or stacking or throwing toys.

10. Use a stacking ring toy and encourage the youngster to drop the rings over the center post.

MOTOR
Reach - Grasp - Release

11. Gently swing a large, colored plastic circle on a cord in front of the child, toward and away from and then side to side. Encourage him to reach for and grasp the ring. He may only be able to make contact or strike the ring, or perhaps, to stop its swing by pushing his hand through the large ring.

Later, encourage him to retain the ring and to swing it back to you by releasing as he pushes it away from himself.

12. Toss a light weight object such as a small pillow, 8" foam ball, etc. from directly in front. Be sure the child has been shown how to "Get your hands ready to catch!" (Emphasize 'hands' and 'catch') and give him ample time to ready his position, but not be so slow in the toss that he loses his "catch stance."

13. Give the child a ball of approximately 8" diameter which bounces easily. Demonstrates bouncing once and catching on the return up. He must be helped in aiming his bounce in a straight down drop.

14. Demonstrate dribbling the ball several bounces before catching.

15. When the child is ready to aim a bounce away from himself, play a game of bouncing the ball back and forth between you and him.

16. Toss a ball or other light weight object overhead with both hands and catch in both hands.
**It may be especially helpful to the child to allow him a lot of play with tossing and catching an inflated balloon, at least prior to #12 in this sequence of activities. CAUTION: Do not leave him alone with the balloon until you are SURE that he understands that he must not put the deflated rubber of the balloon into his mouth.

Harvat p. 67-77
Cratty p. 60-66
Piagetian Schema p 31-34

III. DEVELOPMENTAL STEPS

B. ROLL - SIT - CRAWL, ETC. SEQUENCE

LEVEL I.

a. Turns head in Visual/Auditory pursuits.

b. Lifts head, arms, and legs in prone and supine positions.

c. Turns side to back, side to stomach, back to side, rolls back to stomach, etc.

d. Crawling movements:
Locomotion - crawling (trunk on surface)

e. Sits:

1. Retains position when placed.
2. Attains position by self.
3. Round sit.
4. Sit with legs extended in front

f. Sits on chair or stool:

1. Feet flat on floor.
2. Legs dangling.
3. Legs crossed.

g. Regains sitting balance when pushed slightly off balance.

h. Creeping: (Hands & knees - trunk raised)

i. Stand: assisted - unassisted

1. On knees - gross motor activity to attain.
2. Pulling to stand.
3. On feet - gross motor activity to attain.

LEVEL II

a. Walk:

1. With assistance-(a) both hands held
2. Independently. (b) 1 hand held
(c) from stationary object to object (as chair to sofa to table, etc.)

MOTOR
Gross Motor
Developmental Steps

b. Run

c. Jump:

1. Feet together off standing surface.

2. Down from one step first with one foot lead and later two feet together.

3. Up to one low step.

a. Mount steps:

1. With assistance and not alternating feet.
2. With assistance alternating feet.
3. Without assistance.

(Will have initiated in creep position.)

b. Descending steps:

1. Forward in sitting position.
2. Backward on hands and knees.

(Forward descent in same sequence as ascending.)

c. Over - Under - Around - Through - In - Out:

1. Obstacle Course
2. Maze.

III. Developmental Steps

C. SELF-IDENTIFICATION:

a. Identify self by name, progress to identification as "boy" or "girl".

b. Respond to name when called.

c. Identify self in pictures and mirrors.

D. BODY-LOCALIZATION: In IMITATION and On REQUEST

a. Locate:

1. Head	8. Nose	15. Shoulder
2. Hands	9. Mouth	16. Hair
3. Tummy	10. Toes	17. Chin
4. Foot	11. Legs	18. Face
5. Knee	12. Arm	19. Elbow
6. Eyes	13. Back	20. Neck
7. Ears	14. Hip	21. Chest

E. BODY-ABSTRACTION:

a. Transfer and generalize self-concepts and body localizations. Use of body parts to rhythms and music.

b. Identify others by names and pictures.

c. Locate body parts on others, human or animals, or on pictures.

d. Identify single body parts shown in pictures.

e. Identify the following in pictures:

"Man"	"Baby"
"Lady" (woman)	"Daddy"
"Boy"	"Mother"
"Girl"	

f. Complete body picture puzzles.

B. GROSS MOTOR
Developmental Steps

F. MUSCULAR STRENGTH

LEVEL I: For the very young child

a. In prone position, lifts head.
b. In prone position, lifts chest with arm support.
c. Lifts head and legs when held in prone position with supporting hands under chest and pelvis.
d. In supine position lifts head when shoulders are lifted slightly.
e. In supine position lifts head and attempts to bring shoulders off surface when arms are held at wrists and given a slight tug.
f. Attempts to bring head and knees up in "curl" attitude when held in supine position with supporting hands under shoulder and hips.
g. Sits with support holding head steady.
h. When supported under arms, hands around chest, partially sustains weight with legs extended so that feet make contact with surface - may develop a bouncing motion using and strengthening foot, ankle and leg muscles.
i. Maintains independent sitting position, at times coordinating trunk muscles to come to a full up-right sitting posture.
j. Pull to stand alone holding to support.
k. Raises self from supine or prone to sitting position.
l. In sitting position recovers balance from a lean.
m. Cruises from one support to another with ease.
n. May creep, ambulate on all fours or assume erect posture independently.

LEVEL II: The young child

a. Walks forward independently but still cruises side ways holding to support.
b. Pushes and pulls either a toy, or a piece of furniture such as a chair, or shows true prehensil strength in pulling on a held object or attempting to lift body from surface by holding to an overhead object.
c. Climbs in creep or all-four position either indoors or outdoors.
d. Holding to support steps up one or more steps.
e. Jumps down from a small step or box.
f. Somersaults with help.
g. Somersaults independently.
h. Walks down an inclined plane keeping rhythm and balance.
i. Walks on tip-toe.
j. Pursues an object with which he is playing alone or with a play partner and regains the object without losing balance, though he may have to change direction and/or speed more than one time.

MUSCULAR STRENGTH (cont'd)

LEVEL III

a. Kick a large ball at a stand.

b. Stand on one foot momentarily, lengthening time of one-foot balance.

c. In prone position, push up part or all of body.

d. In supine position, push up on heels and shoulders.

e. Pull to sitting position from supine.

f. Perform knee bend and return to stand.

LEVEL IV

a. Strike a swinging ball rhythmically, eyes following movement of ball.

b. Good static postures sitting, standing.

c. Good walking posture.

d. Run correctly and with balance.

e. Hop - Step - Hop.

f. Hop several times on same foot.

g. Skip on one foot, progress to skipping, alternating feet.

h. Jump over rope swinging in small arc.

i. Participate in dancing games.

j. Open and close doors, car doors, windows, seat belts.

k. Hang for a time from a horizontal bar.

l. Operate swing in sitting position.

LEVEL V

a. Interpret and perform rhythms of walk, run, skip, gallop, etc.

b. Shift body movement in response to music tempo changes.

c. Carry chair correctly.

G. GENERAL PHYSICAL HEALTH

Refer to Social Skills Development
Self Help Skills

IV. DEVELOPMENTAL LEARNING EXPERIENCES (Refer back to Developmental Steps and match Learning Experiences with each step)
A. ROLL - SIT - CRAWL
LEVEL I.

a. Visual-Auditory Pursuits

1. Follow the same Focal Attention activities as given under Section I. FOCAL ATTENTION-for turning head and following with eyes.

b. Lifts head, arms, legs in prone and supine positions

1. While in prone or supine position in crib or on play pad, attract with a colorful noise maker to encourage general motor activity of arms and legs, and lifted or turned head. Reaching with both arms or legs can be encouraged by dangling the stimulus object within arm or kick reach and, if necessary, show the youngster the rewarding results of striking the object with hands or feet.

2. With youngster on his back on pad or on your lap, lift slightly at shoulders. He should tense shoulder and neck muscles and attempt to lift his head toward his front. Talk to him in a pleasing, encouraging tone.

When he is able to engage head and shoulders to lift his head, next wrap his hands around your thumbs, covering his hands with your fingers to give him added feeling of security. Give a slight tug on his arms and encourage him to pull up with a pleasant, "Up you come!" or "_____, sit up." Help him to pull slowly to a sitting position then lower him to his original supine position. Repeat 6 times at each practice session.

3. Place the youngster in either prone or supine position near enough to sides of play area - pen, crib, or pad against solid piece of furniture or wall, and show him how to grasp and pull with hands or kick and push with feet - or even to push with head.

4. In either prone or supine position and lifted from the surface, remove support from head and legs to support under shoulders or chest and hips or pelvis encouraging a straightening and lifting of head, arms and legs. (In supine the straightening should be immediately followed by an attempt to curl with head lifted to the front, arms drawn in and knees lifted toward trunk).

5. A slight lift or drop movement - not enough to be alarming to the child - accompanied by a play or fun exclamation from you such as, "Up you go," or "Down you go," should induce extension then curling of arms and legs and tensing of neck muscles to keep head in line with or lifted from trunk plane.

c. Turning and Rolling

1. With youngster in supine position, attract his visual-auditory attention to the extreme side encouraging him to reach hand for the object. At the same time, grasp leg on opposite side just below the knee, encourage a lift and bend, and roll hips over toward side of attracting object. Support or a slight push at lower back or hips will encourage a hold in the turn or a complete roll from back to front.

C. Turning and Rolling (cont'd)

2. Extend assistance in shoulder and hip turn until roll is fully understood and mastered. Show how to tuck under shoulder and push with opposite foot and knee to start roll from front to back. Always present a motivating target and reward with praise and reinforcement making it possible for the youngster to obtain the attracting stimulus, or, at least, to see progress toward the target.

** Note: Before beginning exercises to encourage crawling (trunk on surface) then creeping (on hands and knees, trunk lifted from surface) perhaps it would be well to engage the youngster in some exercises of his feet to insure equal strength and to build strong high arches and flexible insteps for straight, healthy feet.

FOOT EXERCISES

1. While holding the right leg in your left hand and placing the fingers of your right hand over the instep with thumb on the ball of his foot, push up with your thumb so that his foot is in a flexed position. Pushing down with your fingers bring his foot into a pointed position. Repeat about 4 times, then wiggle the foot to relax it. If he resists your manipulation he is making his muscles work harder, therefore building stronger feet. Change feet and repeat the exercise.

2. Hold the left leg straight with your left hand. Placing your thumb on the inside of the ball of the foot and your fingers on the outside of the foot, slowly twist the foot inward, then outward. Be sure you do not allow the leg to turn. If he normally toes in , give a slightly harder push when turning the foot outward. If he tends to turn his feet out, give a slightly harder push when turning the foot inward. Repeat 6 times with each foot, then wiggle the foot at the end of each series to relax it.

d. Crawling movements (trunk on surface)

The youngster should have had much manipulation and practice with arm and leg activity such as is given in tape script Level I part 1 and Level I part 2.

1. Place the youngster on his tummy on the floor. Grasp at lower legs and push them up to the side, keeping them in full contact with the floor, into a bent-knee position. Straighten legs out to either side in straddle position, then bring his feet together at the starting point with legs straight. This simulated "frog kick" motion is good for strengthening legs and lower back, for enhancing flexibility of legs, and for developing an understanding of the use of his legs in forward progress of the crawl.

2. First crawling movements may be made bilaterally with arms and legs working for forward movement. The bilateral activity may first have resulted in backward movements, as the hands and arms may push before they can pull. Youngster can be motivated to forward movement by placing an intriguing toy in front or a bit out of reach.

d. Crawling movements (trunk on surface) (cont'd)

3. Place an attracting stimulus item ahead of the youngster. If he extends one hand to reach for the object, help him pull the opposite knee up beside his hips and push with knee and foot. Immediately release or return arm and leg and manipulate the other cross lateral arm and leg pair in crawl effort.

e. 1 and 2. of Developmental Steps seem obvious. Perhaps # 3 could be further explained by saying the youngster can be aided in developing a better sitting balance by encouraging him to sit flat on his bottom with both legs in front and bent some at the knees so that the legs form an open circle.

The new "sitter" will aid in maintaining balance by placing his hands, palms down on the sitting surface in front of him between his legs. Gradually he will learn to depend less and less on his front-propped sit and can be encouraged to extend his legs in front and straighten his spine.

The child with C.P. or other orthopedic deficits will be better able to hold himself in a sitting position with a more pronounced knee bend, bringing the lower legs much closer, even crossed in front of himself. His spine will remain in curved attitude.

f. Self-Explanatory

g. Help the youngster learn to regain his sitting balance by placing intriguing objects farther and farther in front or to the side to be reached for, or by a very slight push on a shoulder. These balancing movements are refined, learned, protective rightings and, if he does not demonstrate a built-in need and feeling for balance, or has a development problem which interfers with balance, he must be helped in his training and practice as balance and equilibrium are the crux of the whole locomotion process.

h. Creeping (hands and knees with trunk raised)

ACTIVITY SECTION: Muscle Strength, Level I, Part 2, Exercise 1 & 2
Activity #47-50

Help youngster to work for a cross lateral creep pattern - - that is, progress using right arm and left leg then left arm and right leg.

If the youngster has not established, or seems not to be able to establish, this coordinated motion for himself he will need to be aided by two persons: one to extend the arms in cross lateral coordination with the legs being manipulated by the second trainer. **Be sure the arms and legs are kept in line with the trunk. Some youngsters need help in learning to raise the chest and trunk from the creeping surface, and this calls for either a third trainer or for a device which will hold his trunk above the surface.

i. Self-Explanatory

Continue with exercises explained in ACT. SECT: Muscle Strength, Level I, Part 2, Exercises 3 & 4 and Exercises 1 - 4 of Part 3. Activity #51, 56, 57-60

Continue with Developmental steps Level II, III, IV, and V.

Activities for these developmental steps seem completely obvious. Many walk, run, jump, hop, etc. activities lend themselves very well for reinforcing activities to music and rhythms and are all most important the youngster's exploration of perception of spatial relationships.

ADDITIONAL DEVELOPMENTAL LEARNING ACTIVITIES

SELF IDENTIFICATION - BODY LOCALIZATION - BODY ABSTRACTION

1. Hang a small light weight bracelet of a material such as yarn on one of his ears. Let him look for it in a mirror and retrieve it. See if he will attempt to replace it on his ear while looking in the mirror.

2. Let him eat crackers while looking at himself in the mirror, draw attention to lips, teeth, jaw movements as he chews.

3. With the child in front of a mirror so he can see himself and you, point to eye, nose, mouth, etc. naming the part as you point to it on him and on yourself. See if he will imitate the action.

4. Ask him to point to a named part while he is positioned in front of a mirror.

5. As you teach the youngster names of body parts such as arms, lift his arms, wave them, show him some ways he can use them. Emphasize the word naming the action as well as the name of the body part. Do the same thing for other parts of the body. Wiggle toes, snap fingers, kick legs, feet, nod or shake head, wiggle hips.

6. Let the child see himself in front of a mirror with a funny hat, new shoes, or new article of clothing. Ask him to take them off, then put them on.

7. Cut a large picture of a human figure from a magazine and paste it on cardboard or stiff paper. Cut it into 2 or 3 major parts, then ask the child to put the parts of the picture together.

8. Place the child's hand or foot on paper. Draw an outline of it. Show him the picture so he can see the shape. Call attention to the fact that this is the shape of his hand or foot. Help him draw the outlines so that he gets the feel of outlining his hand or foot or leg. Help him draw outlines of someone else's hands, feet, leg, etc.

9. Have child lie down on a large piece of paper. Trace an outline of his body. Let him color it if he likes helping him to identify that part of the body where he represents socks and shoes, pants and shirt or dress, facial characteristics, hair, etc. Cut this into pieces of the main body parts and help him reassemble. Perhaps at first cut this representation of himself horizontally across the whole only into three or four parts and help him reassemble from the top down or from the bottom up.

V. NECESSARY EQUIPMENT:

Materials used in each activity are suggested in the activity descriptions. Feel free to substitute materials which may be of greater interest to the youngster or which you may have more readily at hand.

VI. SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Feel free to modify or add to any suggested activity to obtain the objectives given in part II.

Reach Grasp:

Piagetian Schema p. 16-18
Harvat p. 67-77

Roll - Sit - Crawl Sequence:

Refer to Locomotion
Piagetian Schema p. 35-37
Braley p. 44-59
Van Witsen Activities p. 162-168, 169-172
Cratty p. 37-43
Harvat p. 26-38, 81-88

Part II - Activity Section #32, #62

Self-Identification:

Braley p. 1-16
Piagetian Schema p. 28-30
Painter - Self Awareness p. 113, 127, 151, 173, 199
Part II Activity Section #72, 73, 74

Body Localization

Part II Activity Section #28, 29-31, 34-39,62

Muscular Strength:

Braley p. 76-91, 146-166
Harvat p. 26-[illegible] 78-88
Piagetian Schema p. 35-37
Van Witsen Activities #162-188
Painter p. 150, 171, 198
Part II Activity Section #31,32, 36, 40, 41, 47-60,62,74-91, 96

**Before beginning any activities with the child read page xiii "Suggestions for Parent-Teacher" and "Steps to Obtaining Desired Behaviors".

V. FINE MOTOR

A. FINGER MANIPULATIONS

B. VISUAL-MOTOR INTEGRATION AND COORDINATION

C. ORGANIZATION OF VISUAL-TACTUAL-KINESTHETIC INFORMATION

MOTOR

C- FINE MOTOR

I. MAJOR FOCUS:

To develop a vital part of the total motor-mental development pattern by involving the use of small muscle groups, especially those in the arms, hands and feet as they move in relation to what the eye reports.

II. OBJECTIVES:

A. Behavioral objectives:

1. To become a voluntary motor function used with skill and discretion as a result of successful motor tasks involving fine motor control in order to control movements of the fine eye muscles.

2. To develop dexterity as a result of increased ability to coordinate hands, arms and feet to do and feel with what his eyes see.

3. To develop planning and control of this dexterity to accomplish the desired goal while increasing accuracy and control of small muscle activity.

4. To be provided with toys and learning materials that invite practice coordinating eyes and hands and that require specialized gestures to develop individual finger strength, finger coordination, and symetrical training of both hands.

B. Guidelines for Assessing Response:

1. Demonstrates increasing ability in dexterity, control, and coordination of fine motor groups to accomplish desired goals.

2. Demonstrates coordinations requiring both specialization and symmetrical actions of the various modalities in concert or in individualized response.

**The above Major Focus and Objectives relate to sections A. Finger Manipulations, B. Visual-Motor Integration and Coordination, and C. Organization of Visual-Tactual-Kinesthetic (motor) Information.

Section D. Auditory-Visual-Motor Integration has additional Major Focus and Objectives items.

III DEVELOPMENTAL STEPS

A. FINGER MANIPULATIONS:

1. Extended hand is open until object is contacted.

2. Grasps object with palmer method.

3. Grasps with bi-lateral approach - arms moving in unison.

4. Crumples paper, splashes in bath, hands with some finger curl play with toes.

5. Grasp of small objects with more of a sweeping motion - wrist rotated so thumb is up.

6. Lessening of side motion - thumb and at least two radial fingers curl about small object.

7. Less hand regard. Eye focuses on target of reach-grasp.

8. Pokes and pries with fingers

9. Begins to feed self finger foods,
   with spoon,
   grasps own cup handle or glass.

10. Builds towers, beginning with only two objects.

11. Places more than one small object atop or adjacent to other small objects.

12. Scribbles holding crayon or pencil in round hand (fist) grasp.

13. Picks up and places small objects.

14. Strings beads on firm threader.

15. Separates and turns pages of book one at a time.

16. Can hold more than one object in hand.

17. Turns door knob.

18. Unwraps small object such as a piece of candy.

19. Holds spoon by thumb and radial fingers, palm up.

20. Holds pencil or crayon between thumb and forefinger pad supported by middle finger.

21. Neat pincer grasp of pellet.

22. Adapts finger grasp for all self-help activities.

III. & IV. DEVELOPMENTAL STEPS & LEARNING EXPERIENCES

B. MANIPULATIONS: - Visual, Motor Integration, and Coordination -

a. Eye movements.
b. Mouth and tongue manipulations.
c. Hand reach for visual or auditory stimulator.
d. Grasps with whole hand.
e. Changes object from one hand to the other.
f. Neat pincer grasp of pellet-size object.
g. Tower of two.
h. Turns pages of book.
i. Close and open fist and imitate finger motions.
j. Deposit objects into smaller-and-smaller top containers.
k. Push buttons through slit in top of container.
l. Manipulate pincer motion of clothes pins , attaching to edge of box and disengaging from edge of box.
m. Fit single shapes into form board, progresses to two and three part puzzle.
n. Pounds pegs in large peg board.
o. Builds with blocks in imitation progressing to initiating building.
p. Scribbles.
q. Holds large pencil or crayon with fingers.
r. Large round pegs in round holes.
s. Sequence of imitation, copy, tracing, representation of:

Circular Motion - circle - vertical stroke - horizontal stroke
V stroke
Cross
Square
Triangle (diagonal lines of triangle probably very primitive.)

t. Attempts to represent a "man", "house", "animal", "tree", etc.
u. String large beads.

MOTOR
C. Fine Motor

III & IV DEVELOPMENTAL STEPS & LEARNING EXPERIENCES

C. Organization of Visual-Tactual-Kinesthetic information

(For introductory developmental steps refer to "Maniuplations".)

Associate position and direction words with movements.

On	Under	Near
In	Before (In front of)	Far
Up	Behind (In back of)	Next To (Beside)
Down	Between (In the middle)	To
Over	Out	From
		Around

Make full use of activities in Part II; especially #74-80, 86-88, 94

AUDITORY - VISUAL - MOTOR INTEGRATION

I. MAJOR FOCUS:

AUDITORY: Listening to directions, or listening for the sounds made by the various materials used in the activities.

VISUAL: Eye contact and tracking.

MOTOR: Kinesthetic, or body-space planning and action in order to carry out the activities.

II. OBJECTIVES:

A. Behavioral objectives:

1. Activities in eye-hand coordination -- to develop the ability to visually steer the hands through space to accomplish a task.
2. Activities in eye-foot coordination -- to develop the ability to visually steer the movement of the feet and to control the movement and direction of his body by using his legs and feet to the greatest advantage.

B. Guidelines for Assessing Response:

1. Demonstration of increasing ability in dexterity, control, and coordination of motor groups to accomplish desired goals.
2. Demonstration of coordinations requiring both specialization and symmetrical actions of the various modalities in concert or in individualized response.

III & IV DEVELOPMENTAL STEPS & LEARNING EXPERIENCES

D - Auditory-Visual-Motor Integration -

(For introductory developmental steps refer to Manipulations.)

EYE-HAND

1. Crumples paper: Give the child a small piece of paper or material which will make a crackling sound when crumpled (waxed paper, tissue, cellophane, etc.). Allow him to experiment with it alone for a few moments. If he does not very soon discover the delight of the feel and sound, show him how to crumple. **If he is still at an age when "everything goes in his mouth", replace the paper with a fresh piece as soon as he has soaked the paper so much that he can get small pieces torn off and into his mouth.

2. Keeps a balloon in the air by swatting with open hand. At first, tie the balloon on a string about 4' long and to his wrist so that it is sure to come back down to him. When he is familiar with the activity, free both the balloon and the child so he can begin to guide his body movements to be under the balloon when it comes down to swatting level. **It is not wise to allow small children to play with balloons unattended. They often try to imitate blowing up the balloon, and a sharp inhalation can suck the balloon into a small mouth and throat.

IV. DEVELOPMENTAL LEARNING EXPERIENCES:

EYE-HAND ACTIVITIES
(May apply to both Gross- and Fine-Motor)

1. Place a large piece of newsprint or any kind of paper available in front of the child. Give him a crayon and ask him to scribble. Encourage free movement and large movement. Do not hesitate to demonstrate the action you wish him to perform.

2. Have the child scribble in time to slow music. Turn the paper over and play music in fast time for the child to scribble in time to.

3. Place a piece of paper which will make a nice sound before the child. Help him to hold one hand in his lap or behind him as he crumples the paper with the hand on top of the table. Let him smooth the paper with both hands then crumple with the hand which had been inactive before.

4. Using an inflated balloon ask the child to keep it in the air by batting it with open hands.

5. Have the child bat the balloon against a wall, sometimes catching it, sometimes keeping it bouncing against the wall.

6. Hang a balloon or light weight ball by a string from the lights or ceiling. Have the child keep the ball swinging by batting it with the palm of the hands. Use both hands in coordination or one hand at a time.

7. All the balloon and ball games are fine to be played with a partner or in a group. Let the children take turns standing in the path of the swinging ball or balloon and dodging it as it swings toward them.

8. Give the child a feather to hold on outstretched palm. Show him how to blow it off and up into the air and catch it as it comes down. After he is doing fairly well with one feather, lay two on his palm and see if he can catch both before they touch the floor.

9. Pegboard and pegs are excellent materials for developing eye-hand coordination. Begin with large size pegs, perhaps the kind with knobby tops to make picking one from a group easier, and, also, to give the child the chance to use his palm in pushing pegs into holes until he has become adept enough to use only fingers.

** These materials may be used to help teach colors, numbers or specific placement such as "at the top", "in the bottom row", "in the corners", "in a straight line", etc. while still training eye-hand coordination.

10. Tossing bean bags can be done quite similar to ball and balloon activities. They can be tossed into the air and caught in one or both hands, tossed from one hand to the other, or tossed to a partner. Also, they may be tossed into containers of various size and at various distances from the child. Be sure the game can be a successful activity the majority of the throws.

11. Place a series of small metal objects on the floor or on a table. Suspend a magnet from a piece of string. While holding the end of the string have the child attempt to pick up objects by using just the magnet. At first let him pick up any object he wants. Later, specify an object to be picked up. At the beginning of the game, place the objects far apart. As the youngster gets used to the task, put the objects closer together to make it more difficult.

EYE-HAND ACTIVITIES (cont'd)

12. Play a game of "Drop the Clothespins". From a standing position have the youngster drop wooden clothespins into large mouth containers. Make sure the clothespin is held at waist height to be dropped. As he becomes more proficient at the game use containers with smaller and smaller open tops.

13. Provide a hammer of the correct size and weight for the child to handle successfully, some rather large nails, and a good sized piece of soft wood. Let him hammer the nails into the wood randomly. Later mark spots on the wood with a colored ink marker or soft lead pencil and let the youngster hammer the nails into the target marks. As he becomes proficient let him use smaller size nails. ***The easiest material for a youngster to begin pounding nails into is a bar of soap.

14. The use of lacing boards with good size laces and adequate length tips helps the child learn that what is pushed in from the front must be retrieved from the back. At first let him turn the board over and pull the lace out of the hole, then return it into a hole from the back side. Soon he will learn to reach around in back without turning the board and find the tip and return it.

15. Give the youngster geometric templates to draw around at the chalkboard or on large paper. He may first need to be given templates with which he can draw around <u>inside</u> the form until he gets the feel of following a form with eyes and hands.

Part II Activities #43, 44, 45, 64, 66-71, 29-31

EYE-FOOT CO-ORDINATION ACTIVITIES (May apply to both Gross- and Fine-Motor)

1. Place a strip of masking tape on the floor.
   1. Walk tape keeping feet on the tape.
   2. " " Straddling tape.
   3. Cross step, not stepping on the tape. Alternate left foot to right side of tape and right foot to left side of tape.

2. Select object small enough for the child to step over without touching. Perhaps start out with a single row of blocks on the floor. Add objects of various heights and shapes. Alternate high, low, rounded, squared, raised rope etc. to step over.

3. Lay pieces of clothes line in a loopy pattern on the floor and direct the child to step in the loops without touching the rope.

4. On the masking tape strip on the floor have the child walk
   forward, alternating feet
   backward, alternating feet
   forward on tiptoes
   sideways, feet flat
   sideways using crossover step

5. With child sitting on a chair facing a partner, roll a ball back and forth between partners, catching and rolling the ball with feet only. Use one or both feet. As the children become more proficient, move the chairs a bit farther apart. The game may also be played sitting on the floor. It might be wise to have shoes taken off for this activity so that toes can be curled around with ball when it is being caught.

6. Have the child push a bean bag across the floor with the feet. First use both feet, then use only the right or only the left foot. Be sure both feet are used individually during parts of the game. It adds to the fun to run a race to a specific goal.

7. Wiggle a rope back and forth on the floor. Ask the child to jump over it without touching the rope.

8. If other partners are available for a game, have them sit in a circle on the floor, feet straight ahead, leaning back on hands so that only the feet are used in the game. Using an eight inch ball, keep it within the circle by kicking it with the feet.

9. Hop on one foot from one target spot on the floor to another. The target spots may be used also in teaching shapes, sizes, colors, etc.

10. Ladder Walking:

    1. Walk forward one foot on each side.
    2. " " on right side of ladder. Return on left.

EYE-FOOT CO-ORDINATION ACTIVITIES
(cont'd)

Ladder Walking: (cont'd)

3. " " stepping in spaces between rungs.
4. " backward, stepping in spaces between rungs.
5. " forward, stepping on each rung.
6. " backward, stepping on each rung.
7. " backward, one foot on each side.
8. Walk backward on right side of ladder. Return on left.
9. Walk sideways, stepping in spaces between rungs.
   Side step first time, then use cross over step.

Part II Activities #31, 62

V. NECESSARY EQUIPMENT:

Materials used in each activity are suggested in the activity descriptions. Feel free to substitute materials which may be of greater interest to the youngster or which you may have more readily at hand.

VI. SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Feel free to modify or add to any suggested activity to obtain objectives given in Part II.

Piagetian Schema; p. 31-34

Painter: All sections appropriate to the child*s functional age.

Braley - Eye-hand p. 92-107
Eye-foot p. 108-123
Fine Muscle p. 167-182

Part II - Activity numbers given in each activity portion of this section.

**Before beginning any activities with the child, read page xiii, "Suggestions for Parent-Teacher" and "Steps to Obtaining Desired Behaviors."

VI. PERCEPTUAL-MOTOR SKILLS DEVELOPMENT:

A. LATERALITY - DIRECTIONALITY

B. VISUAL PERCEPTION ABILITIES

PERCEPTUAL-MOTOR SKILLS

A. LATERALITY - DIRECTIONALITY

I. MAJOR FOCUS:

Perception refers to the use made of sensations, and develops as a result of the integration of all sensations relating to the body into motor response patterns.

LATERALITY is usually referred to as the internal awareness of the two sides of the body. It is not innate, but rather is learned through the compilation of sensory and motor data as experienced through the given neurological and anatomical systems. (Use "Teaching Through Sensory-Motor Experiences" in developing this section.)

Laterality is not handedness or dominance, and it is not the naming of sides. These are end products whose veridicality lies in the knowledge, without thinking, of two sides.

DIRECTIONALITY is a projection into space of this internal awareness of sides. It is the labeling or structuring of the world into reasonable coordinates which must be well established within the individual before they can be projected into space. - - Establishes objective space. The child has therefore projected the directions, from himself to space, or right-left, up-down, and fore-aft. Directionality is moving through this space while doing (or, in order to do) something to objects.

**The three coordinates of Euclidian space (right-left, up-down, and before-behind), are first developed with the body as a part of its motor patterns and then projected into outside space. (Roach, Kephart, "The Purdue Perceptual-Motor Survey).

II. OBJECTIVES:

A. Behavioral Objective and B. Assessing Response:

LATERALITY

Demonstrates an internal awareness of left-ness and right-ness by developmentally progressing from: (1) eyes crossing midline in pursuit or search activities, (2) hands meeting at midline and then either one crossing midline to explore or deposit, (3) Foot movements approximating # 2 above, (4) mirroring to indicate or discriminate, (5) Following direction to move, indicate, or place objects and self.

DIRECTIONALITY:

Similar sequence as above incorporating all directions out from the body as described in part III Developmental Steps.

III. DEVELOPMENTAL STEPS:

A LATERALITY:

LEVEL I:

a. Eyes cross midline to follow object.
b. Eyes cross midline to locate new object.
c. Hands meet at midline to explore object held by one hand.
d. Hands meet at midline to transfer object from one hand to other.
e. Hand crosses midline to grasp object (not held in other hand).
f. Hand crosses midline to grasp object that is being held with other hand, such as a stationary object that is being grasped with other hand.
g. Hands cross midline to explore.
h. Hand carries object across midline and deposits.

LEVEL III:

a. Foot movements approximating above.
b. Mirroring action of another to discriminate, indicate, etc., right and left body parts.
c. Following direction to indicate, move, etc.

LEVEL V:

a. Place objects to left or right of another object. (Before terms "right" and "left" are used, directions must be "this side" or "that side", then "put it here on the right (left)", assisting in the motion by guiding the motion.)
b. Place self to left or right of an object.

B. DIRECTIONALITY:

Follow sequence similar to above, incorporating up - down; top - bottom; high - low; higher - lower; above - below; front - back; in front - in back; before - after; first - last; tall - short; (in relation to direction).

PERCEPTUAL - MOTOR SKILLS
A. Laterality - Directionality

IV. DEVELOPMENTAL LEARNING EXPERIENCES

Laterality & Directionality

Braley: p 17-27
Piagetian Schema: p 10-15
Painter: Use appropriate "Spatial Relationship" Activities appropriate to child's functional age

Part II - Scripted Activities #32,43, 44, 45, 61, 64, 74-80

*Refer to INDEX of Activities as given in Part II, ACTIVAITY SECTION

**Before beginning any activities with the child read page xiii "Suggestions for Parent-Teacher" and "Steps to Obtaining Desired Behaviors".

I. MAJOR FOCUS:

The development of the ability to recognize and interpret stimuli, and to integrate impressions by correlating them with previous experiences.

II. OBJECTIVES:

A. Behavioral Objectives and
B. Guidelines for Assessing Response

Demonstration of a developing ability to identify and interpret, recall and reconstruct from integrated sensory impressions from the outside world received through the visual sensory receptors.

Children with developmental delays are often faced with disturbances or lags in perceptual development. Experience with children of all levels of development suggests that children first learn to discriminate among common or familiar objects, proceeding after a good measure of success, to preceiving differences in color, shape, and size. The last three may not follow in strict order as shown here in this manual, but these are the four dimensions considered in planning a sequence of visual perception tasks.

Development of visual perception, as well as progress in other areas, involves four steps - - matching, identification, recall, and reconstruction on three levels- - concrete (three dimensional), representational (pictures), and abstract (symbolic). The last, (abstract) will not be described in this program which is designed to aid in the development of delayed preschool children, as it is felt that it would "be a bit much" to expect satisfying performance on that level.

***NOTE: Skills in this progression may not follow in strict sequence of levels within each section (A & B), except that all children first learn from experiences with common, familiar objects in concrete, then picture, form followed, according to the way in which they are presented with and accept experiences in color, shape, and size, or any combination of descriptions.

PROGRESSION OF VISUAL PERCEPTION ABILITIES

AREAS

A. CONCRETE MATERIALS (Three Dimensional)

B. REPRESENTATIONAL (Pictures)

DIMENSIONS

A. COMMON OBJECTS:

Steps
1. Match
2. Identify
3. Recall
4. Reconstruct

B. COLOR:

Steps
1. Match
2. Identify
3. Recall
4. Reconstruct

C. SHAPE:

Steps
1. Match
2. Identify
3. Recall
4. Reconstruct

D. SIZE:

Steps
1. Match
2. Identify
3. Recall
4. Reconstruct

III. DEVELOPMENTAL STEPS AND IV. DEVELOPMENTAL LEARNING EXPERIENCES

I. CONCRETE (THREE DIMENSIONAL) MATERIALS

A. COMMON OBJECTS:

1. Match: Matches like-named objects regardless of other minor differences in appearance.

2. Identify: Points to or names common, familiar objects (3 of every 4).

3. Recall: a. When asked to find a familiar object or to obtain it from a position out of sight, recalls what he is looking for and can fetch the correct object.

b. When shown four familiar objects he can name each, close his eyes as one is hidden, then can look at the three remaining and name the one that was hidden.

4. Reconstruct: When given a simple wooden puzzle or the object in 2, 3, then 4 pieces can arrange the pieces to form the whole.

B. COLOR:

1. Match: Given an assortment of 3 each of RED and BLUE forms, can sort the objects by color. Add YELLOW and then GREEN. The number of forms of each color may be decreased or increased. Begin by using activities such as #63 from Part II, Activity Section.

2. Identify: a. Beginning with only the colors RED and BLUE and preferably presented in the now-familiar 3 dimensional geometric shapes, matches RED to RED, BLUE to BLUE. Add YELLOW and work with the 3 colors. Then add GREEN and work the sequence with the four major colors.

b. Indicates a color as it is named.

c. Names the color as it is presented.

3. Recall: After being shown one form in each of 3 colors can recall and name the one hidden or removed. Add the 4th color and repeat procedure.

4. Reconstruct: Construct before the child a four-color sequence, as - lay out in a row a form in red, blue, yellow and green. The child should learn to copy the sequence below the examples and, finally, to study the sequence and reproduce it correctly after the example is covered or removed.

C. SHAPE:

1. Match: a. Can correctly match like shapes of same size.

b. Can correctly match like shapes of different sizes.

2. Identify: a. Learns the four basic geometric shapes (circle, square, triangle, rectangle) presented one at a time.

b. Can name or identify two of each combination of three geometric shapes presented.

C. SHAPE: (Cont'd)

3. Recall: a. When presented with any combination of 3 shapes, can recall and name the one removed or hidden.

b. When presented with all four shapes, can recall and name the one removed or hidden.

4. Reconstruct: Given a geometric 3-dimensional shape puzzle in two then three pieces can correctly reconstruct the shape.

D. SIZE:

1. Match: When given one large or one small item can match it with another article of corresponding proportion, then can group all the large and all the small items.

2. Identify: Learns to recognize differences in size (large and small and later including middle size) of common objects, and can indicate the large or the small item when directed.

3. Recall: When shown a large and a small item simultaneously, then one is removed, he can recall and name the size of the hidden or removed item.

4. Reconstruct: a. When asked to compare a second item with the first already before him, can tell whether it is big or little in comparison to the first item.

b. Given a series of several items, can arrange them in order of size largest to smallest or vice versa. The series may be begun with only two, adding one more at a time to the group.

E. COMBINATION OF DIMENSIONS:
(Identity, Shape, color and size varied)

Given a collection (starting with a small number) of articles varying in identity, shape, color and size, the child can select:

1. All of like identity (common objects)
2. All of the same color
3. All of the same shape (four basic geometric shapes)
4. All of the same size, large or small
5. All of the same combination of properties (All the red balls, All the blue circles, etc.)

II. REPRESENTATIONAL MATERIALS (PICTURES)

A. COMMON OBJECTS:

1. Match: Given a row of five pictures of familiar objects, two of which are the same, the child can select the pictures of the two which are the same.

2. Identify: Given pictures illustrating familiar objects, can name or identify three of each four presented.

3. Recall: After viewing pictures of three (later four or five) familiar objects, can recall and correctly name the one covered or removed.

4. Reconstruct: After viewing a completed, simple picture puzzle of a familiar object, the child can re-assemble random pieces to make a whole.

B. COLOR:

1. Match: Given a row of no more than five pictures of colored objects, two identical in color, the child can select the two which are the same color.

2. Identify: Given four pictures of objects which are identical except for their color, the child can identify each color.

3. Recall: a. Given an array of four pictures of identical objects in different colors (red, blue, yellow, and green butterflies), the child can from memory correctly name the hidden or removed color.

b. Given an array of pictures of different objects in the four basic colors, the child can name the color and object in the pictures hidden or removed.

4. Reconstruct: After watching the arranging of a sequence of pictures of familiar objects or basic shapes in color, the child can reconstruct the pattern from memory.

a. The same object or shape in 2, then 3, then 4 colors;

b. Different objects or shapes in different colors, working up from two objects or shapes each a different color to the most difficult - four different objects or shapes each a different color.

C. SHAPE:

1. Match: Given a row of at least five pictures of the four basic geometric shapes, two of which are the same, the child can select the pictures of the two shapes which are the same.

2. Identify: The child can name or identify the four basic shapes (circle, square, triangle, rectangle) illustrated in pictures.

3. Recall: Shown an array of pictures of the four basic shapes, the child can recall and name or identify the one hidden or removed.

II. REPRESENTATIONAL MATERIALS (PICTURES)
C. SHAPE (Cont'd)

4. Reconstruct: a. Given a picture puzzle of one of the four basic shapes in two (then 3, then 4) pieces arranged randomly before him, the child can construct the shape.

b. After viewing a sequence of pictures of shapes the child can reconstruct the pattern from memory. Begin with only two pictures of two shapes, continue to combinations of more pictures (no more than five) using a variety of shapes and sequence.

D. SIZE:

1. Match: Given a group of pictures of identical objects, some large and some small, the child can match the pictures of like sizes.

2. Identify: Given two (then 3, then 4) pictures of like objects differing in size only (large and small), the child can identify the large one or the small one.

3. Recall: Given two, then three pictures of objects identical except for their size, the child can correctly name the size of the hidden or removed picture.

4. Reconstruct: Given two, then three, then four pictures of uniform size of identical objects represented as graduated in size and arranged randomly, the child can order the pictures from large to small or vice versa.

E. COMBINATION OF DIMENSIONS:
(Identity, shape, color and size varied)

Given a collection of pictures (starting with a small number) of articles varying in identity, shape, color and size, the child can select:

1. All of like identity (common objects)
2. All of like same color
3. All of the same shape (four basic geometric shapes)
4. All of the same size, large or small
5. All of the same combination of two properties (All the red balls, All the blue circle, etc.)

F. SEQUENCE:

Given two, then three, then four sequence pictures in random order, the child can order the pictures to make a story (for example, in a three picture sequence, pictures of milk being poured into a glass; full glass of milk; child drinking milk).

PERCEPTUAL - MOTOR SKILLS
B. Visual Perception Abilities

V. NECESSARY EQUIPMENT:

Materials used in each activity are suggested in the activity descriptions. Feel free to substitute materials which may be of greater interest to the youngster or which you may have more readily at hand.

VI. SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Feel free to modify or add to any suggested activity to obtain the objectives given in part II.

**Before beginning any activities with the child read page xiii "Suggestions for Parent-Teacher" and "Steps to Obtaining Desired Behaviors".

CONCEPTUAL SKILLS DEVELOPMENT

I. MAJOR FOCUS:

The acquisition and utilization of specific learning skills and abilities involving cognitive processes such as comprehension, application, synthesis, and evaluation THROUGH TRAINING AND PRACTICE in:

1. Storing and retaining previous experiences,
2. Forming and remembering ideas and concepts, and
3. Developing generalizing, abstracting, and reasoning.

II. OBJECTIVES:

A. Behavioral Objectives:

1. Sensory-motor training programs to be engaged in for as long a period as necessary for the skills learned to have the desired effect on cognitive growth.

2. The development of general reasoning ability with the ability to store and retain memory of previous experiences, ideas, and concepts.

3. To provide generous opportunities appropriate to early preschool level for exploring the immediate environment as an aid in the development of interest and motivation essential to the acquisition and retention of general information, and to develop the ability to apply this general information and reasoning ability in the solution of everyday problems

B. Guidelines for Assessing Response:

1. Demonstration of adequate mastery of really significant quantities of knowledge to permit acceptable and satisfying performances of desired patterns of skills.

2. Demonstration of performances of these skills to support conclusions that extensive sensory-motor training is effective in total cognitive growth and adds to the child's ability to store and retain previous experiences.

CONCEPTUAL SKILLS DEVELOPMENT

III. & IV. DEVELOPMENTAL STEPS AND LEARNING EXPERIENCES:

1. Fetches or carries familiar objects.
2. Uses names of familiar objects.
3. Begins to locate named body parts.
4. Points to parts of doll (then picture) on request.
5. Follows one-step directions with a single, familiar toy.
6. Names familiar pictures.
7. Recognizes his own.
8. Comprehends "another".
9. Matches familiar objects.
10. Associates use with objects.
11. Discriminates "Big-Little", "Up-Down", "In-Out".
12. Knows sex.
13. Matches two or three primary colors.
14. Points to less obvious parts of body such as tongue, neck, knee, thumb, elbow.
15. Tells action in pictures.
16. Names ten of eighteen common objects.
17. Names pictures of familiar animals.
18. Counts two blocks.
19. Puts together puzzle of up to seven pieces.
20. Shows appreciation of past and present and near future.
21. Comprehends three prepositions (on top of, under, and inside).
22. Can match like pictures of animals or unlike pictures of same animal.
23. Gives sensible answers to such questions as, "Why do we have stoves?".
24. Can tell how many (without counting) when shown two items.
25. Discriminates differences in textures.
26. Knows day and night.
27. Responds correctly to,"A hat goes on your head. Shoes go on _____.", etc.
28. Compares three pictures and tells "Which is prettier".
29. Tells pictorial likenesses and differences.
30. Follows three commands in proper order.
31. Counts four objects and answers how many.
32. Selects heavier weight, invariable.
33. When shown four items, counts one, two, three, four, etc.
34. Can name several opposites.
35. Matches and names four primary colors.
36. Obeys commands using four or more prepositions as: "on top of, under, inside, beside, in back", etc.
37. Demonstrates understanding of past, present, and future.
38. Can match six verbs and six adjectives with an appropriate object as: What runs? What flies? What swims? etc.
    What is hot? What is wet? What is heavy?
39. Can form rectangle of two triangular cards,
    Can form square of two rectangular cards,
    Can form circle of two half-circles,
    (above would be the result of demonstrations and then the form would be made when shown illustration of total form).

V. NECESSARY EQUIPMENT:

Materials used in each activity are suggested in the activity descriptions. Feel free to substitute materials which may be of greater interest to the youngster or which you may have more readily at hand.

VI. SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Feel free to modify or add to any suggested activity to obtain the objectives given in part II.

All developmental steps in this section are objectives in training in developmental steps in other areas, and will be reinforced and give added strength to learnings in these other areas.

Make ample use of texts listed at beginning of Part II, and all activities scripted and recorded in that section.

**Before beginning any activities with the child read page xiii "Suggestions for Parent-Teacher" and "Steps to Obtaining Desired Behaviors".

Add appropriate activities to initiate meaningful counting. Try to work toward meaningful counting 1 to 10. Begin with 1-2-3, then 1-2-3-4-5, eventually counting 1 to 10. DO NOT USE ROTE COUNTING. ALWAYS USE CONCRETE OBJECT of some sort which can be touched or handled as the number words are indicated.

Offer many opportunities for stacking, nesting, putting in and out, retrieving.

Make full use of obstacle course activities to enhance perceptions of over, under, around, through, by, in front, behind, between, etc.

Use Self Help Skills activities for promoting "How", "Why", "Which comes after", "When should this be done", "Where does it go", etc.

VIII. SOCIAL SKILLS DEVELOPMENT:

A. SOCIAL ACCEPTANCE, MANNERS, ETC.

B. SELF-HELP SKILLS

Eating - Drinking - Table Etiquette
Dressing - Undressing
Toileting
Grooming
- Washing
- Hair Care
- Teeth Care
- Bathing

Use of Handkerchief or Tissue

RATIONALE

for

SOCIAL SKILLS DEVELOPMENT

Building Social Skills in the Preschool Child

A common, almost universal need among children who are considered management problems is an adequate repertoire of social skills. Therefore, a necessary first step in the modification procedure is to encourage the parents to control the social stimuli in the home environment so that the child can be helped to learn to interact appropriately with adults and other children in free play situations; learn to take part in group activities and in parent-directed situations; learn to initiate and carry out independent activities; and, finally, learn to assume responsibility for self-help and care of his own possessions.

The parents must be aided in making a systematic and empirical study of the functional relationships between behavior and those environmental events which serve to increase, decrease, or maintain a desirable level of socially appropriate behaviors, and to acquire skills that will enable them to gain earlier and better control of future management problems and to deal with them more effectively.

Providing a physical environment conducive to constructive social interaction is accomplished through careful step-by-step programming of desired social skills or target behaviors starting with, "where each child is".

For instance, "specific-use" areas should be well defined so that the child learns to respect limits; and the child should be required to rehabilitate areas as an activity is finished in order to teach task completion, responsible use of materials, and concern for the next person who enters the area.

Parents should try to arrange for: a) periods of quiet concentrated activities, b) opportunities for freely initiated activities of the child's own choice, and c) ample time for engaging in a variety of large-motor activities. With a knowledge of "what comes next" added to this balance of activity parents can foster the acquisition of sound social skills and the child can learn to be quiet and attentive under some conditions, spontaneous and free to interact under other conditions. With control of these points the parent can respond to each child as an individual with the amount and kind of help appropriate to each child's level of skill development.

Social Skills Development

Adult attention - that is, adult social reinforcement - is a powerful determinant of what and how children learn. Those behaviors which adults attend to are those that have a high probability of increasing in strength, while those which adults fail to attend to decrease in strength.

Therefore, the rules for promoting good social skills are simple: Give full, undivided adult attention to appropriate social behaviors and ignore the inappropriate behaviors. (Unfortunately, most adults do exactly the opposite. If two active children are playing well together, or one child is quiet and unobtrusive, the adult seldom goes near them; the moment disruptive acts occur, there is instantaneous adult intervention.)

Further, the lonely, isolate child usually receives a great deal of adult attention when he is apart from other children; thus, his isolate tendencies only increase. Far better for the parent to watch for moments when the child is engaged in parallel play with another child or at least is in proximity with another child. This is the moment to give adult attention in order to positively reinforce the child's approximations to social interaction.

Quiet ones are subtly punished for doing the appropriate thing. It is amazing how soon a disruptive child runs down if completely and systematically deprived of an audience.

It is impossible to overemphasize the importance of adult attention for shaping desirable behaviors in the preschool child. It is one of the most available and natural commodities in the life of the average preschooler. Careful observations must be made and these recorded observations used by the parents to draw up guidelines for managing their own behavior (that is, presenting or withholding social reinforcement) contigent upon specified responses from the child.

SOCIAL SKILLS

A. Social Acceptance and Manners

I. MAJOR FOCUS:

To learn and to live the culture of the group to which one belongs.

II. OBJECTIVES: A. Behavioral

1. To learn self control, cooperation, and good manners.

2. To learn to differentiate between the concepts "me" and "not me".

3. To learn to form effective social relationships and to adjust to others in his environment.

4. To progress from dependence to independence as experiences increase social interaction with family, peers, and other important contacts.

B. Guidelines for Assessing R sponse

1. Demonstration of progress in self determination and management of the above Behavioral Objectives.

SOCIAL SKILLS
A. Social Acceptance

III. & IV. DEVELOPMENTAL STEPS AND LEARNING EXPERIENCES:

A. Social Acceptance - Manners, Etc.

1. Spontaneous smile on seeing familiar person
2. Reaches out to familiar persons
3. May sober at sight of a stranger
4. Demands and responds to personal attention
5. Repeats actions that have earned special attention or laughs from family members
6. Capable of showing fear, anger, affection, jealousy, anxiety, or sympathy
7. Imitates adult activities in the home
8. Compatible in parallel play
9. Initiates greetings - even imitation of adult handshake, etc.
10. Takes turns -- shares
11. Plays cooperatively - - cooperative interaction
12. Plays competitive exercise games
13. Plays simple table games
14. Respects property
15. Understands rules
16. Spontaneous expressions of "Please", "Thank You", or "Excuse Me"
17. Anticipates what will please others
18. Can be "bossy" in directing playmates or in dictating some action he wants carried out in the home
19. Protective toward younger playmates and siblings
20. Can tell his full name and address

SOCIAL SKILLS

A. Social Acceptance and Manners

V. NECESSARY EQUIPMENT:

Materials used in each activity are suggested in the activity descriptions. Feel free to substitute materials which may be of greater interest to the youngster or which you may have more readily at hand.

VI. SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Feel free to modify or add to any suggested activity to obtain the objectives given in part II.

SOCIAL SKILLS

B. Self-Help

I. MAJOR FOCUS:

To learn self care of eating and drinking, dressing and undressing, toileting, getting ready for meals, and personal grooming.

To understand and carry out simple household tasks, taking a real interest in their completion and in the pleasure of receiving approval of others for progress in self care.

II. OBJECTIVES: A. Behavioral

1. To progress from dependence to independence through maturation, development, training, and practice.

2. Demonstration of self esteem and pride in growing independence and ability to care for own personal needs.

B. Guidelines for Assessing Response

1. Demonstration of progress in self determination and management of the above Behavioral Objectives.

THE THREE STEPS IN TEACHING SELF-HELP TASKS:

HELP: Physically assist with each task.

START: Assist at the beginning of the task but let him finish independently.

WATCH: Watch and reward his successes with a smile a pat, a compliment, or a "free" bite.

SOCIAL SKILLS
B. Self-Help

III. & IV. DEVELOPMENTAL STEPS AND LEARNING EXPERIENCES:

FEEDING:

a. When being fed, keeps food in mouth, chews if necessary, and swallows

b. Eats "finger" foods when they are put into his mouth

c. Holds and eats finger foods when they are put in his hand

d. Picks up finger foods and puts them into his mouth

e. Breaks finger foods into edible pieces and eats them

f. Bites off appropriate size pieces of finger foods

DRINKING:

a. Sucks aggressively and swallows liquids put into his mouth

b. Holds own bottle

c. Drinks from cup assisted

d. Drinks from cup unassisted, holding with both hands

e. Drinks from cup unassisted, holding with one hand

f. Can lift partly filled cup or glass unassisted and drink without spilling

SOCIAL SKILLS
B. Self-Help

g. Drinks through a straw

h. Can get own drink from faucet

i. Can pour own drink from container

EATING:

a. Eats from spoon assisted

b. Eats from spoon unassisted

c. Follows complete sequence of holding spoon, directing to food on plate, fills spoon, carries food to mouth and eats without spilling

d. Same sequence with fork

TABLE ETIQUETTE:

a. Sits in chair appropriately

b. Uses bib or napkin - on front or lap and wipes when necessary

c. Eats without stuffing mouth

d. Neither eats too fast nor dawdles

e. Holds silverware appropriately

f. Waits for others to finish, or if given permission, excuses self

DRESSING SKILLS:

a. Cooperates in dressing by extending arm or leg

b. Takes off mittens, hat, socks, shoes

c. Unzips

d. Knows shoes go on feet and tries to put on

SOCIAL SKILLS
B. Self-Help

e. Removes shoes if laces are untied

f. Helps in dressing -- finds large armholes and thrusts arms into, pulls garment on or off over head, etc.

g. Helps pull up or push down panties

h. Greater interest and ability in undressing, but may need some assistance with shirts and sweaters

i. Unbuttons front and side buttons by pushing buttons through buttonholes

j. Attempts lacing shoes

k. Can find front and back of garments and put on correctly if laid out properly

l. Can put on socks with heels in proper position

m. Puts shoes on proper feet

n. Buttons front and side buttons, aligning properly

o. Removes wraps without turning sleeves inside out

p. Puts on wraps unassisted

q. Dresses and undresses unassisted

r. Hangs or lays out removed clothing

TOILETING:

a. Demonstrates need for toileting

b. Can show where toileting is to be done

c. Pulls down pants

d. Remains on seat until done

e. Verbalizes toilet needs fairly consistently

f. Pulls up pants

g. Flushes commode

h. Remembers that hands are to be washed

i. Attends to straightening clothes before leaving bathroom

j. Cares for self at toilet

k. Cleans self adequately

GROOMING:

A. WASHING:

a. Extends hands or inverts face to be washed

b. Attempts to wash own hands (only the palms) Drys the same

c. Attempts a face wash with one "Swipe" of wet hands

d. Increased interest in watching and being helped to wash backs and palms of hands. Follows directions to dry both backs and palms of hands

e. Washes and dries face and hands independently

B. HAIR CARE:

a. Tolerates brushing or combing of hair. Likes to see the process and results in the mirror

b. Attempts to move brush or comb across head

c. As hand control improves, so does his efficiency at self-care. Remember that this is something that must be done without being able to watch the hands in operation. If it is done in front of a mirror, the action he sees is in exact reverse to the action he is performing.

d. Understands shampooing and tolerates the process.

C. TEETH:

a. Makes elementary motions in mouth with brush

b. Identifies own brush and avoids others

c. Tolerates having teeth brushed

d. Knows toothpaste goes on brush and is for cleaning teeth, not for eating

e. Can expectorate, rinse mouth, and spit out water

f. Brushes own teeth, replaces brush

D. BATHING:

a. Finds pleasure in the whole process of being bathed and dressed

b. Watches or helps prepare bath

c. Splashes water, handles soap, makes attempts to apply wash cloth to body

d. Bathes with "remote" supervision

e. Accepts help with drying, but continues with dressing independently

SOCIAL SKILLS
B. Self-Help

f. Bathes, dries, and dress independently

g. Prepares own bath, bathes, dries, dresses, cleans tub, and tidies bathroom by hanging towels or deposits them in laundry, etc.

E. USE OF HANDKERCHIEF OR TISSUE

a. Covers sneeze or cough with hand or tissue

b. Wipes nose when given tissue or handkerchief

c. Asks for tissue when one is needed

d. Gets tissue for self, uses properly, and disposes of it appropriately after use

SUGGESTIONS TO ASSIST TRAINING IN

SELF HELP SKILLS

FEEDING & EATING:

For the infant or very young child it is helpful to carry on the feeding process in the usual eating place and at a time when he is hungry but not so hungry as to be emotionally upset by his need and desire to be fed.

If he is old enough to profit from the good examples of eating behavior demonstrated by other members of the family, feed him at regular meal times at the family table whether he is in an infant seat, his high chair, on a youth chair at the table, or in a child's cut-out table.

If he shows that he is distracted from the teaching task have practice sessions alone with him.

Being spoon fed and self finger feeding may go on almost at the same time. However, the foods you wish him to begin finger feeding himself should not be placed among other foods on his plate.

Be sure to initiate self feeding with foods the child likes.

When he shows a desire to pick up appropriate food in his fingers try to be quick enough to guide his hand to his mouth and say, perhaps, "Good bite", or some other compliment, in a pleasant voice. It seems to be a natural impulse to often throw the bits of food in the fingers off the eating surface and onto the floor. The less attention received from such behavior the sooner the attention-getting action will cease. Try not to scold or slap the offending hand, but instead, give a firm, "Not on the floor. Put in _____'s mouth. Good bite."

In beginning self spoon feeding, choose foods that will stick to the spoon and make it easier to carry to his mouth without spilling. Some to start with might be mashed potatoes, cottage cheese, ice cream, apple sauce, mashed banana.

Many other foods can be slightly pureed in a blender so they can be more easily managed on a spoon.

Whenever the child does something right be sure to reward him immediately with a smile, pat, clap of your hands, or saying, "Good boy (girl)," or "Good job." Say or do something to make him know you are happy with his effort. You might also give him a "free" bite - one he did not have to try to manage for himself.

You may either position yourself behind your child or in front of him while helping him develop eating skills.

Feeding & Eating

Placing yourself behind him may help you to position his hand more naturally in palmer grasp over the handle of the spoon, and also allows him to give his full attention to the eating task.

When in front of him he can imitate you and enjoy your smile at each of his successes.

1. Grasp the spoon handle as the spoon lies beside his plate. If the spoon is placed at right angles to the plate it is easier for him, with your hand over his, to grasp the handle.
2. Carry the spoon to the food and fill it.
3. Carry food filled spoon to his mouth.
4. Open mouth as spoon nears lips.

   If the child does not open his mouth as the spoon nears his mouth, touch both lips lightly with the spoon and say, "Open." If his mouth does not open at this request and stimulation, put a firm pressure with the spoon or a finger just below the lower lip on the chin. Repeat, "Open." Soon, just your request to "Open" will bring the desired response

5. Slide food off spoon into mouth with lips and teeth. (Work toward removing food from the spoon with the lips only.)

6. Keep the lips closed and manipulate the tongue and jaws appropriately depending on the consistency of the food. Acquaint him with the request to "Chew". If he needs help learning to control his tongue, spoon food first into one side of his mouth, then the other. Putting food he likes on his lips will promote tongue movement between the teeth. Peanut butter or honey are good motivators. Ice cream cones are good motivators for licking.

7. Swallow the food without losing some out through his lips. You might give the request, "Swallow", and gently stroke under the chin from front to back to help trigger the swallow.

8. Return the spoon to the plate or table until ready for the next bite.

DEVELOPING INDEPENDENCE IN DRINKING:

A sipping cup may be a good bridge from bottle to open cup as the child still closes his lips on a small closed area with small holes, but does not necessarily use his tongue in actual sucking.

With an open-top cup use your choice of:

a. one with two handles - one to be grasped in each hand,
b. a one-handled cup - the handle to be grasped in the dominant hand and the other palm with fingers spread around the other side of the cup
c. a handleless cup to be held between palms or fingers, and later with one hand.

The cup or small juice glass size tumbler would have only a very small amount of liquid in it at first. One swallow is enough to satisfy the beginner with his success, and there is not the surprise of too much liquid flooding his lip area, or the embarrassment of spilling out of the corners of the mouth.

Drinking through a straw is an important aid in developing musculature used in talking. Also, this ability provides the child with motivation to imitate a "grown up" accomplishment.

Choose a liquid the child really likes and is anxious for.

Place one end of the straw into the liquid to a depth of only an inch or two. Place your forefinger over the upper end of the straw so that the vacuum will hold the liquid in the straw. Place the filled end of the straw into the child's mouth on top of the tongue. Immediately release your finger from the straw end so that the liquid will drip into the child's mouth, and the slight pressure on his tongue will trigger him to make a sucking attempt in order to get more.

Gradually increase the amount of liquid in the straw, and release your finger in intervals so he gets the liquid in small tastes.

As soon as he shows he is really sucking on his end of the straw, bend the open end quickly into the container of liquid so that he is rewarded by his own sucking efforts.

OBTAINING OWN DRINK:

When getting his own drink from a faucet, it may at first be necessary for you to operate the tap or faucet and allow him to hold his cup or glass under the flowing water and learn to remove the glass as soon as there is an adequate amount of liquid in the glass - or you should turn off the tap when the glass is partially filled.

Operating the tap, holding the glass, judging the proper amount in the glass, and manipulating the glass so that the drink is not spilled is a complicated job for the beginner.

Obtaining Own Drink

Before pouring a drink from a container the child should have had considerable motor and manipulative experience with the act of pouring as: sand from one play container to another. Rice or beans to be poured from one container to another give excellent practice in managing the container and judging the amount poured into the recepticle.

TABLE ETIQUETTE

From the time the child is able to play with "housekeeping" and "self-help" related toys these should be made available to him so that he has many opportunities for imitative and free play. Boys, as much as girls, gain from manipulation of table ware and dishes, housekeeping tools, dressing skills dolls, etc. It is important that his play items be of a size appropriate to his ability to manipulate them.

As suggested in the section relating to Feeding and Eating, the child will gain most in acceptable table etiquette training by having his meals in the usual eating place.

It is most important that the chair in which he sits is the proper size with arm rests, back and shaped seat as necessary for his stability or security.

The food surface should be at a level which

1. Allows the child to see his food at the proper distance and angle,
2. Is within easy reach for finger or spoon self-feeding, and
3. Makes the drinking cup accessible without danger of distrubing his plate or bowl.

The child's feet should rest on a support - not dangle.

If, at early training stages, the child is not able to remain in his place until the family finishes a meal, at least his meal should be satisfactorily completed so that he is not allowed to make returns to the scene of the family meal expecting added tid bits.

Constant prodding often brings negative responses. Corrections can be made by suggestions as, "Let's try _____." Of course the feeding and eating sessions would not be entered into with the same "fun and games" approach as many other learning experiences. Your relaxed, pleasant, unhurried attitude will motivate the youngster's natural inclination to please those who help him to have a comfortable, satisfying experience.

Learning to ask to be excused from the table should be encouraged in the same way as other Social Language Development activities. (Please, Thank You, Excuse me, etc.) Other table manners such as: proper amount of food to put into the mouth, chewing with lips closed, use of napkin for wiping lips, not "wolfing" food, not lying on arms on the table, etc. are best learned from good examples practiced by other members of the family added to by a quiet reminder without making the child the object of criticism or ridicule.

Every child deserves to have the advantage of learning table and eating behavior and manners using furniture appropriate to his size, and dishes and eating utensils of the size, shape, and utility to fit his needs.

DRESSING SKILLS:

The whole business of being dressed and undressed, diapered, bathed, etc., should be accompanied by a wealth of simple language using both the name of the item of clothing and the body part related to it.

Independent dressing is best arrived at by learning to remove clothing first.

UNDRESSING IS EASIER THAN DRESSING so it is well to begin the proper placement of certain parts of the body inside particular items of clothing by encouragingthe child to assist with removing his clothes. Use simple expressions with a tone of encouragement and praise. Encourage him to repeat as:

"Shce (sock) off (name)'s foot." Then surprised discovery, "There's (name)'s foot."

"Pull (name)'s arm out." "Put (name)'s arm in."

"Pull shirt off (name)'s head." "Peek-a-Boo (name)!"

"Pull shirt on." "There's (name) !"

ETC.

And, so on for each item of clothing and the part of the body being clothed or unclothed, or that is to help with the procedure.

Use the same explicit language as the clothes are put on, whether you are dressing him, he is able to help with dressing, or is doing it independently.

Help him to straighten each garment as it is removed and to (a) lay it out, (b) hang it up, or (c) put it in the laundry.

A greater interest in his clothes can be motivated by helping him learn where his own clothes belong, and as soon as possible give him a choice in matching up sets of clothing to be worn. He can be helped to assist in putting away clean clothes into the proper drawers, putting garments on hangers, and, if his hooks or clothes pole can be lowered to the proper height for him he can take pride in arranging his clothes properly in his closet.

ZIPPERS:

Pulling a zipper slide up or down is easier than, and should precede, unbuttoning and buttoning. It is helpful to the child if the zipper slide has an ornamental object - or even a large bead - hung from it to make it easier to see and easier to grasp.

If the zipper is one that opens at the bottom, remember that locking the two parts together, or even disengaging the parts, is difficult for the young self-dresser, and he should not be expected to manage this step.

If the zipper does not run smoothly, run a bar of soap along the teeth on both edges for a simple, non-staining lubrication.

SOCIAL SKILLS

B. Self-Help (cont'd)

BUTTONS:

Before unbuttoning and buttoning of clothing is expected, the child will have had many finger manipulation activities so that he has a good pincer (thumb and forefinger) grasp. Buttons should be large enough to be easily held, and so that the child can see the continuity of the button emerging from the opposite side of the buttonhole as he is pushing it throught. He should be shown how to spread the buttonhole or to lift the material beside the buttonhole with fingers of the hand not holding the button.

Starting the unbuttoning procedure with a button near the middle of the series of buttons will make the process easier as the garment above and below the button being manipulated remains more firm. This also will help avoid the child's seeming natural inclination to grasp the garment at the lower edge and attempt to "rip" the buttons open. (The usual result of this approach to unbuttoning is "ripping" the garment, or, at least, the buttons from the garment.)

Buttoning, on the other hand, is most successfully accomplished when begun at either end of the series of buttons. Beginning at the bottom, (until he is able to do the job without watching the procedure) makes for correct aligning of the two sides of the garment and helps to match each button to its buttonhole.

GRIPPER or SNAP FASTENER:

Game-type activities such as "Snap Beads", wooden blocks which are snapped together to construct vehicles, etc. lead very naturally into managing snap and gripper fasteners on clothing.

Use the suggestions for helping allign buttons in making correct allignments of grippers and snaps.

Use many finger manipulation and finger strengthening activities as well as exercises encouraging curved finger (pincer) in opposition to thumb. Help the child learn to grasp the edges of the garment to be closed with fingers against heel of hand and to push the two parts of the gripper or snap together between his thumbs.

GENERAL SUGGESTIONS FOR DRESSING EASE:

1. Place a colored-thread or button marker (the same for all the child's wearing apparel) in the front or back (always the same location) as inside the top back, or outside the top front of each garment . A piece of colored tape could be applied on or inside the tongue, or inside the heel, of the child's right shoe. He would learn that the marked shoe belongs on the right foot and the unmarked shoe is to go on the left foot.

2. Help the child learn the order in which items of clothes are to be put on by laying the items along the edge of his bed in the desired order and teach him to begin always at the same end of the bed.

3. Underpants, slacks, or jeans should be placed with front up and the waist opening toward the child so that, as he grasp the waist band and the garment drops in front of him, he can step into the legs and pull up the garment to adjust the waist band.

4. Undershirts, slips, pull over shirts and dresses should be placed with the front of the garment down and the bottom opening toward the child. Help him learn to slide his arms into the garment and find the sleeve openings before lifting the garment free from the bed.

GENERAL SUGGESTIONS FOR DRESSING EASE:

5. Blouses and shirts that open all the way from top to bottom should always have front openings. Lay these garments with top toward child, front up and the two sides of the front opened out. Teach the child to slide his arms into the sleeves, lift the garment over his head and down behind him. Nothing is so frustrating as to find that a garment is on backward after both arms are in a sleeve, or to place one arm in a sleeve and them "lose" the garment as an attempt is made to bring it around behind the body in order to search, often unsuccessfully, for the other sleeve.

6. Suggestion #5 also applies to sweaters, jackets, and coats.

7. The front or back marking should also be put into hats and caps; and right mitten or glove should be marked the same as the right shoe.

8. Putting on socks often presents a particular problem in getting the sock heel started onto the bottom of the foot and onto the heel. The child's own color marking placed in the top of the sock will be a great help to him. Be sure you are consistent with all the markings being either in the front or in the back. Help him to place a "front" marking on top of his foot or the "back" marking placed under his foot as he begins to put on the sock.

TOILETING:

Should this writer be accused of "training the parent instead of the child", so be it. The baby or young child should not be left in wet or soiled diapers so that he accepts that condition as a natural state. The sooner he learns that being dry and clean is the more pleasant condition, the easier will be the entire procedure of teaching self-management of toileting.

Since it is suggested in all other areas of training that a child often learns easiest by imitating the example of others, why should it be unthinkable that the young child is allowed to observe a parent's or older sibling's use of the toilet facilities?

As soon as he is taught that there are other activities that are carried out in discreet privacy he can also be taught that each person goes alone to the bathroom for toileting - - even himself, as soon as he can maintain himself on his toilet seat with stability and for at least a few moments without your having to be right with him.

Use the device on which the child is most at ease - a potty chair that fits the child's size and height or a seat which fastens onto the regular commode. Some children are frightened by the height and open bowl of the large commode, or by the flushing sound made under them, while some prefer to use the facility with more "grown-up" behavior.

Establish a schedule. For several days keep a record noting the exact times of bowel movements and urination. This will help you to know the approximate intervals at which elimination occurs.

Start with <u>bowel control.</u> Put the child in training pants for daytime as soon as possible.

Do not scold or punish "accidents", but encourage keeping panties clean and dry.

When you have learned to anticipate the child's need for toileting from his own expression or changes in manner of activity, take him immediately, but do not make a dash for the bathroom. This only causes excitement and tension and may erase from his mind his approach to elimination.

Use familiar words and expressions easily understood and interpreted by others who may handle the child. "Pottie." "Go to toilet." "Use bathroom."

Follow the routine given in DEVELOPMENTAL STEPS IN SELF HELP SKILLS, #6 TOILETING.

He may initiate his expression of need by pushing down at his panties or pointing between his legs.

Do not play games nor offer anything which may be distracting from the purpose for which he is on the toilet.

Talk or sing softly to help him relax and to encourage him to remain on the seat. If he rebels at the procedure, repeat quietly, "Sit". Do not require him to stay longer than 5 minutes, but do not hurry him to finish.

Give him a drink if he can take it easily and it would be suggestive to him.

Sometimes a child, wishing to please and feeling he needs to stay on the toilet longer, will be more comfortable and relaxed if he can look at a familiar book. Do not read to him nor call attention to pictures in the book, as it serves only to distract him from his purpose. If you are hoping for the child to accomplish a bowel movement, you might grunt and demonstrate facial grimaces for him to mimic. Place your hands just above his hipbones and gently press inward and downward and say, "Grunt" or "Push".

Whenever the desired reaction is obtained, praise him and show your pleasure at keeping his panties clean and dry.

The child who persists in wetting or soiling himself may be continuing this for several reasons. One prime one may be his voluntary, or subconscious, delight in being able to demand your full and undivided attention.

Scolding or punishing, even if this seems to be the reason, will only "Accentuate the negative". He may also so enjoy the whole procedure of being cleaned, washed, powdered, and reclothed that he continues for those reasons.

A possible solution might be to insist, in a very matter-of-fact manner, that he assist with cleaning himself and to accomplish as much self-dressing as he is capable of. Then insist on his help in washing out wet or soiled clothing. Hold his hands in yours and help him through the washing-out procedure. He may rebel - probably will - but remain in calm control of the entire situation. It is not easy to hide your displeasure at such jobs, but you might say, "_____ likes clean pants. Mommie likes_____to have clean pants."

Thank him for his cooperation, even if it was unwilling, and suggest, "_____ will have clean pants now."

Whenever the child has made a trip to the bathroom, whether or not he has accomplished elimination, follow through with the remaining steps of replacing clothing, flushing the commode, washing and drying hands etc.

7. GROOMING

A. WASHING

From the very earliest experiences of being bathed, the youngster will have learned to expect the body part named to be washed. He has already played games of "Pat-a-Cake" (hands) and "Peek-a-Boo" (hands over eyes), and imitated your facial expressions (blinking, pursing lips, tipping head, etc.).

So, when you ask him, "Hold out your hands," or "Show me your face so I can wash you," he will be able to comply.

Offer him a steadying hand for both hands and face washing. The process is to be entered into without threatening overtones. He will, undoubtedly, not respond happily to harsh, irritated expressions from you, and probably would be frightened by a wet wash cloth covering his entire face (eyes, nose, mouth).

If he has learned that "Wash-Up-Time" is one for mutual satisfaction, and that his appropriate response will bring your approval, he will move smoothly through the succeeding steps toward complete independence in washing and drying.

Expect something less than an expert job - even a few spills or soiled towels - during early training. Reinforce with praise his honest efforts toward washing to please you. He will strive to become satisfyingly independent as soon as he is able.

B. HAIR CARE & C. TEETH

Developing self help skills in the grooming of hair and the care of teeth is fun when done before a mirror with one's self both actor and the audience.

The youngster will have heard names "comb" and "tooth brush" used as the article with which his hair and teeth are groomed. And he will have learned that "comb" is used on hair and "tooth brush" on teeth.

He should be allowed to observe his parents or siblings using both in their personal grooming, and to make experimental movements with each applied to himself. With the right encouragement he will move through the steps to complete and satisfactory independence.

V. NECESSARY EQUIPMENT:

Materials used in each activity are suggested in the activity descriptions. Feel free to substitute materials which may be of greater interest to the youngster or which you may have more readily at hand.

VI. SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Feel free to modify or add to any suggested activity to obtain the objectives given in part II.

GENERAL BIBLIOGRAPHY

1. Ayers, A. Jean. "Occupational Therapy for Motor Disorders Resulting from Impairment of the Central Nervous System." Rehabilitation Literature. National Society for Crippled Children and Adults: Vol. 21, no. 10, p. 302-310, October, 1960.

2. Arena, John I., editor. Teaching through Sensory-Motor Experiences. Belmont, California: Fearon Publishers/Lear Siegler, Inc., 1969.

3. Bangs, Tina E.; Garrett, Susan. The Birth-3 Program for Handicapped Children and Their Families. Houston, Texas: Houston Speech and Hearing Center, The University of Texas at Houston. (Funded in part by U.S. Office of Education) n.d.

4. Bardwell, A.S., Director, Developmentally Delayed Infant Education Project. Piagetian Based Infant Stimulation Curriculum. Columbus, Ohio: The Nisonger Center/OSU, (Bureau of Education for the Handicapped), 1972.

5. Cassell, John T. "Educating the Exceptional Child." (Article in brochure-catalogue "Suggested Aids for Educating the Pre-Academic Exceptional Child") Springfield, Mass.: Milton Bradley Company, n.d.

6. Frostig, Marianne; Horne, David. The Frostig Program for the Development of Visual Perception. Chicago, Ill.: Follett Educational Corporation, 1964.

7. Gesell, Arnold. The First Five Years of Life. New York, N. Y.: Harper & Row, Publishers, 1940.

8. Magdol, Miriam Sper. Perceptual Training in the Kindergarten. San Rafael, California: Academic Therapy Publications, 1971.

9. Michigan Department of Mental Health, Mental Retardation Division. Operational Aids for Michigan Day Care Centers. Lansing, Michigan: Michigan Department of Mental Health, 1967

10. Mussen, Paul Henry; Conger, John Janeway; Kagan, Jerome. Child Development and Personality. New York, N. Y.: Harper & Row, Publishers, 1963.

11. Painter, Genevieve, Teach Your Baby. New York, N. Y.: Simon & Schuster, 1971.

12. Radler, D. H.; Kephart, Newell C. Success Through Play. New York, N. Y.: Simon & Schuster, 1960.

13. Sanford, Anne R. A Manual For Curriculum and Instructional Planning. Chapel Hill, N.C.: HCEEAA Preschool Project for Developmentally Handicapped Children, Chapel Hill City Schools. (Bureau of Education for the Handicapped, Washington, D. C.) Unpublished.

14. Shearer, Marsha S.; Shearer, David E. "The Portage Project: A Model for Early Childhood Education." Exceptional Children, vol. 39, no. 3, p. 210-217, November, 1972.

General Bibliography, cont'd

15. Virginia State Department of Health Consultation and Evaluation Clinic. A Helpful Guide in the Training of a Mentally Retarded Child. (brochure) Available from National Association for Retarded Children, New York, N.Y., 1968.

16. Weikart, David P., Director, Ypsilanti-Carnegie Infant Education Project. Progress Report. Ypsilanti, Michigan: Department of Research and Development, Ypsilanti Public Schools, 1969.

17. Young, Margaret G. Sensori-Motor Perception and Coordination Training, Manual for Teachers. Ladson, S. C.: Developmental Services, The Coastal Center, Unpublished.

18. Ayers, A. Jean. Sensory Integration and Learning Disorders. Los Angeles, California: Western Psychological Services, 1972.

19. Schattner, Regina. An Early Childhood Curriculum for Multiply Handicapped Children. New York, N.Y.; The John Day Company, 1971.

ACTIVITY RESOURCES

1. Bell, T. H. Your Child's Intellect. Salt Lake City, Utah: Olympus Publishing Co., 1972.

2. Braley, William T.; Konicki, Geraldine; Leedy, Catherine. Daily Sensori-motor Training Activities. Freeport, N.Y.: Educational Activities, Inc., 1968.

3. Chaney, Clara M.; Kephart, Newell C. Motoric Aids to Perceptual Training. Columbus, Ohio: Charles E. Merrill Publishing Company, 1968.

4. Cratty, Bryant J. Developmental Sequences of Perceptual-Motor Tasks. Freeport, L.I., N.Y.: Educational Activities, Inc., 1967.

5. Forrester, Bettye J.; Brooks, Geraldine P.; Hardge, Beulah M.; Outlaw, Doris D. Materials For Infant Development. Nashville, Tennessee: Demonstration and Research Center for Early Education (DARCEE), Peabody College, 1971.

6. Furfey, Paul Hanly, Editor. Education of Children Aged One to Three, A Curriculum Manual. Washington, D. C.: The Catholic University of America School of Education, Curriculum Development Center, 1972.

7. Gordon, Ira J. Baby Learning Through Baby Play. New York, N. Y.: St. Martin's Press, Inc., 1970.

8. Harvat, Robert W. Physical Education for Children with Perceptual-Motor Learning Disabilities. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971.

9. Helfenbein, Louis N., Project Director. A Manual of Primary Perceptual Training Activities. Johnstown, Pa.: Mafex Associates, Inc., n.d.

10. Logsdon, Bette J.; Barrett, Kate R. Ready? Set... Go!, Level One. A television course for elementary school physical education. Bloomington, Indiana: National Instructional Television, 1969.

11. Massachusetts Department of Mental Health. Home Training Manual. Charleston, S. C.: Vince Moseley Diagnostic and Evaluation Clinic (Reprinted by courtesy of Massachusetts Division of Mental Health), n.d.

12. Painter, Genevieve. Teach Your Baby. New York, N.Y.: Simon and Schuster, 1971.

13. Prudden, Suzy; Sussman, Jeffrey. Suzy Prudden's Creative Fitness for Baby and Child. New York, N. Y.: William Morrow & Company, Inc., 1972.

14. Radler, D. H., Kephart, Newell C. Success Through Play. New York, N.Y.: Harper & Row, Publishers, Inc., 1960.

15. Van Witsen, Betty. Perceptual Training Activities Handbood. New York, N.Y.: Teachers College Press, Teachers College, Columbia University, 1967.

16. Robinson, Janet I. Vanguard School Program, Part 1, Body Awareness. Boston, Mass.: Teaching Resources Corporation, 1970

Refer to #8 and #19 General Bibliography for additional Activities.

AMERICAN BOOK COMPANY 300 Pike Street Cincinnati, Ohio 45202	"Dandy Dog's Early Learning Program"
AMERICAN GUIDANCE SERVICE, INC., Publishers' Building Circle Pines, Minnesota 55014	"Peabody Language Development Kits" Level #P and Level #1 "Peabody Rebus Reading Program"
CCM: STANDARD SCHOOL, INC. 1945 Hoover Court Birmingham, Alabama 35216	The Threshold Program and Materials for Early Learning Centers
CHILDCRAFT EDUCATION CORP. Distribution Center 52 Hook Road Bayonne, N. J. 07002	
COMMUNITY PLAYTHINGS Rifton, N. Y. 12471	
CREATIVE PLAYTHINGS for selected local dealer call Western Union Operator 25, 800-851-3360 or oder items from: Aware Products, Inc. 154 Jericho Turnpike Floral Park, N. Y. 11001	School Catalog "Guide to Good Toys" 25¢
DEVELOPMENTAL LEARNING MATERIALS 7440 Natchez Avenue Niles, Ill. 60648	
EDUCATIONAL ACTIVITY, INC. Box 392 Freeport, N. Y. 11520	"Visual-Perception Skills" Groffman Set of seven color film strips "Developing Cognitive Skills in Young Learners" - Greenberg and Gurian Set of color film strips
ENVIRONMENTS, INC. Early Childhood Education Division Beaufort Industrial Park Laurel Bay, S. C. 29902	Equipment & Materials Catalog
FOLIETT EDUCATIONAL CORPORATION Customer Services Center P. O. Box 5705 Chicago, Ill. 60680	Catalog of Programs and Materials for Preschool, Kindergarten & Primary Grades "The Frosting Program for the Development of Visual Perception
FOLLETT EDUCATIONAL CORPORATION PARKINSON DIVISION (address above)	"The Parkinson Program for Special children"

IDEAL SPECIAL EDUCATION IDEAL SCHOOL SUPPLY COMPANY Oak Lawn, Ill. 60452	
INSTRUCTO CORPORATION Paoli, Pa. 19301	Learning Materials catalog
THE JUDY COMPANY Minneapolis, Minnesota 55401	Visual Manipulative Materials
LAKESHORE EQUIPMENT COMPANY 1144 Montague Avenue Box 2116 San Leandro, Calif. 94577	Catalog of Curriculum Materials &Special Education Index
MAFEX ASSOCIATES, INC. 111 Barron Avenue Box 519 Johnstown, Pa. 15907	
McGRAW-HILL FILMS 330 West 42nd Street New York, N.Y. 10036	"Loops to Learn By" 8mm cartridge film loops shown on a special cartridge projector
PARKER BROTHERS 190 Bridge Street Salem, Mass. 01970	"Nerf" items, sold only in wholesale lots of full or half-dozen
PLAYGROUND CORPORATION OF AMERICA 20-16 40th Avenue Long Island City New York, N. Y. 11101	
J. A. PRESTON CORPORATION 71 Fifth Avenue New York, N. Y. 10003	Special Education Catalog
SCIENCE RESEARCH ASSOCIATES, INC. 259 East Erie Street Chicago. Ill. 60611	
SKILLS DEVELOPMENT EQUIPMENT CO. 1340 N. Jefferson Anaheim, Calif. 92806	
TEACHING RESOURCES 100 Boylston Street Boston, Mass. 02116	Catalog of Developmental Programs for Early Learning

SECTION II

DEVELOPMENTAL ACTIVITIES

INDEX OF ACTIVITIES

ACTIVITY NUMBER	TITLE	MASTER TAPE NUMBER
Introduction to Program:	"Learning That is Fun and Play"	Tape 12, Side 2
1 - 6	Listening to and Imitating Humming & Singing Sounds	Tape 5, Side 1
7	"Pat-a-Cake"	Tape 6, Side 2
8 - 9	Tambourine Pat	Tape 6, Side 2
10 - 12	Vocalization	Tape 7
13 - 15	Imitating Sounds and Actions	Tape 5
16 - 17	Nursery Rhymes	Tape 9
18	"Good Morning Farm" Pointing & Imitation of Animal Sounds	Tape 1
19 - 27	Imitation and Motor Response to Words	Tape 40
28	"My Fingers"	Tape 21
29	"Put My Hands on My Head"	Tape 21
30	"Put Your Foot Up"	Tape 21
31	Roll Over	Tape 25
32	Auditory Memory Span - "Simon Says"	Tape 13
33 - 38	Body Parts	Tape 26
39 - 41	Directions with Ball	Tape 35
42	Building with Blocks in Imitation	Tape 12, Side 1
43 - 45	Eye Tracking & Eye-hand Coordination	Tape 12, Side 1
46	Listen and Do	Tape 14
47 - 60	Muscle Strength Training	Tape 11
61	Motor Activity: "Cubes in Can"	Tape 6, Side 1
62	"Lif and Bump"	Tape 41
63	Colors	Tape 16
64	Cross-Lateral Activity with Hands	Tape 12, Side 1
65 - 71	Number Activities	Tape 37
72 - 73	"What's Your Name?"	Tape 15
74 - 80	Up and Down	Tape 18
81 - 85	Fast and Slow	Tape 38, 39, Side 1
86 - 88	In and Out	Tape 28
89 - 93	High and Low	Tape 27
94	Over and Under	Tape 36
95 - 97	Big and Little	Tape 8
98 - 102	Loud and Soft	Tape 3

Many activities in this section have been adapted from the Music Therapy Curriculum, "Activities to Stimulate Responses Through Rhythm and Sound" developed by Karen R. Davis, RMT. The inclusions here, and the adaptations are with her permission.

Melodies original with Karen R. Davis, RMT, Roy T. Scoggins, RMT, and Margaret G. Young are given pages 87 - 90 of this section, and are used with permission.

These activities are a portion of the entire Developmental Programs originally recorded on cassette tapes, which may or may not be available through the Coastal Center. The Master Tape numbers are given in the index of activities (above).

Make full use as outlined in Part IV Developmental Learning Experiences / Part VI Suggestions for Additional Activities of each program section, as well as others deemed to be appropriate toward reaching an objective.

Bardwell, Ann S.		$2.00	Director, Developmentally Delayed Infant Education Project, The Nisonger Center, Ohio State University, Piagaetian Based Infant Stimulation Curriculum, 1972
Piagetian Schema			
Bell, T. H.	Soft Back	$4.95	Your Child's Intellect. Salt Lake City, Utah. Olympus Publishing Co., 1972
	Hard Back	$6.95	
Braley, William T., Konicki, Geraldine; Leedy, Catherine.		$4.95	Daily Sensori-Motor Training Activities. Freeprot, N.Y.: Educational Activities, Inc., 1968.
Cratty, Bryant J.		$2.95	Developmental Sequences of Perceptual-Motor Tasks. Freeprot, L.I., N.Y.: Educational Activities, Inc., 1967
Gordon, Ira J.		$3.95	Baby-Learning Through Baby Play. New York, N.Y.: St. Martin's Press, 1970
Harvat, Robert W.		$2.25	Physical Education for Children With Perceptual Motor Learning Disabilities. Columbus, Ohio: Charles E. Merrill Publishing Co., 1971
Helfenbein, Louis N.		$3.95	Project Director. A Manual of Primary Perceptual Training Activities. Johnstown, Pa. Mafex Associates, Inc., n.d.
Painter, Genevieve		$6.95	Teach Your Baby. New York, N.Y.: Simon and Schuster, 1971
Prudden, Suzy and Sussman, Jeffrey		$6.95	Suzy Prudden's Creative Fitness for Baby and Child. New York, N.Y.: William Morrow & Company, Inc., 1972
Van Witsen, Betty		$2.00	Perceptual Training Activities Handbook. New York, N.Y.: Teachers College Press, Teachers College, Columbia University, 1967
Robinson, Janet I.		$3.50	Vanguard School Program, Part I, Body Awareness. Boston, Mass.: Teaching Resources Corporation, 1970

The following Music Activities books are some that have been widely used and can be highly recommended for their suggestions, songs, and activities to be used with young children in training toward specific developmental skills and response patterns.

Music Activities for Retarded Children, 1965
David R. Ginglend & Winifred E. Stiles
Abingdon Press, Nashville, Tennessee

American Folk Songs For Children, 1948
Ruth Crawford Seeger
Doubleday & Comapany, Inc.,
Garden City, New York

Exploring Music, Book 1 1966
Eunice Boardman & Beth Landis
Holt, Rinehart and Winston, Ind., New York

This Is Music, Book 1 1966
William R. Sur, Senior Author
Michigan State University
Allyn and Bacon, Inc.
Atlanta, Georgia

Making Music Your Own, Book 1 1964
Landeck, Crook, Youngberg, Luening
Silver Burdett Company
Atlanta, Georgia

TAPE SCRIPT
Introductory For Parents & Staff
LEARNING THAT IS FUN AND PLAY

There are experiences in the form of games and play you can provide your youngster which will help him to learn. The most helpful of these learning experiences are easy for you to supply and are great fun for both of you.

The games you will play with your youngster will do several things.

1. They will help to develop basic skills such as focusing the eyes, coordinating eyes and hands, distinquishing differences among similar objects.

2. These basic skills will be useful in exploring the world around him. They will help him to find new ways to explore and deal with new situations.

3. Your youngster will have fun learning. He will get satisfaction from the activity or game itself and will learn to plan his actions to get desired results.

4. Your youngster will learn many things about himself and his relationship to other people in his world.

5. Because you will be playing these games with your youngster you will find that one of the most important rewards is to see his growing confidence in your dependability and good will. You will be building within yourself a new joy in his accomplishments and in the feeling that you are having a real part in his progress.

You will find as you go along that your youngster shows a decreasing need for you to control and order the games. It will be a joy to see him exploring, inventing, initiating activities himself.

No two youngsters are exactly alike. There is no plan to try to make any one fit any rigid schedule or sequence or performance level. He will really enjoy lots of these games, but probably not all of them. Unless he finds the activity fun there is no reason to insist that he do it. Encourage him to play the games but do not force him.

This does not mean that you do not introduce the same activity to him at another time just because he did not want to play the first time. Often it takes repeated

introduction and experience with an activity, along with just plain "growing up" for him to be ready to take part in an activity. Pressuring him before he is ready is sure to make him wary of some particular game whenever he sees it is to be presented.

One sure safeguard against presures which will "turn him off" is to be sure that you have fun, too. The youngster can sense almost immediately if you are presenting him with a task that you are determined he must succeed in. He will not always progress in a smooth step by step manner. The important thing is to provide him with many interesting opportunities to explore and learn and to interact with you.

AND - - feel free to think up new things to do and new ways to do some of the games that will be suggested you play with your youngster.

The first games can be started when your youngster is flat on his back or his stomach. They will help him use (develop) his ability to move his eyes, head, and hands and to make sounds.

These first responses, expecially his early sounds are the first step toward language. He responds to express happy feelings of pleasure, eagerness, and satisfaction, and also to show discomfort. Undoubtedly, he has already learned to respond to his mother's voice as well as to sight of his mother. Perhaps he is already trying to imitate her sounds. Then he will imitate the sounds of other people and of other things and will be doing some babbling of his own.

At this stage it is important to let him know that his efforts at response are having an effect. When he makes a sound he should get a pleasant response; when he turns his head toward a noise he should be able to see what made the noise; when he reaches toward the colorful object being moved to get his attention, or toward the rattle being shaken for him to hear, he should be allowed to touch it, or even to hold it if his fingers attempt to grasp.

A real pay-off for his efforts is important both because it adds to his enjoyment and because he needs this encouragement. He needs to know that the world around him is worth exploring, that his efforts make a difference.

Adapted From: MUSIC THERAPY CURRICULUM
Prepared by: Karen R. Davis, RMT

Use for ATTENTION, IMITATION, AUDITORY TRAINING

ACTIVITY 1

At an early age, your child learns to listen to sounds around him. Music is one fun way that he can learn to listen. Before naptime or during a quiet time for the child, take him and either hold him on your lap or rock him. Play the songs on the tape supplied and hum along with the song. Make this a pleasurable time for the child. If he makes any vocal sounds in return to your humming and smiling, be sure to imitate them immediately. This will help the child to continue making the sounds. The songs on the tape are "Lullabye" and "Bye, Baby Bunting". Hum each at least two times.

ACTIVITY 2

In the following activity, swing the child gently to the music. This could be done just before naptime, or at any time when he is comfortable and will enjoy the music and the movement. Take the child in your arms and gently swing or sway to the music. The songs recorded on the tape are repeated two times with a pause between songs. "Rock-a-bye Baby" and "Twinkle, Twinkle Little Star.

ACTIVITY 3

At a time when your baby is lying in his crib awake or in his playpen playing quietly, turn on the tape that has been supplied to you, or sing the songs yourself. When music is heard, move in front of the child so he can see you clapping your hands, smiling, any motions which seem to be pleasing to the child. Try humming song or making an "OO" sound or any other to the music. The songs on the tape are "Bye, Baby Bunting" and "Twinkle, Twinkle Little Star".

ACTIVITY 4

For this activity, sit in a chair with the child on your lap so you can easily bounce or lift him when the music starts. Either use the tape supplied to you or hum and sing the songs. Gently bounce the child in rhythm with the music. As you hum or sing along, smile, or make any other expressions that are pleasing to the child. Remember, if the child makes any vocal sounds to the music such as cooing or laughing, be sure to imitate these sounds immediately, or reinforce in some other way. The songs on the tape are "Hickory, Dickory Dock" and "To Market, To Market".

ACTIVITY 5

Have the child lying in his crib or on a blanket on the floor to do the following games. You can do these with the tape supplied to you or singing or saying the words yourself. Remember to make it pleasurable to the child as you do the traditional motions. After you have done the motions yourself a few times, begin to move the baby's hands and arms in the same motions. The important thing is to encourage your child to make sounds of his own as you say or sing these rhymes to him. The songs are "This Little Pig" and "Pat-a-Cake".

ACTIVITY 6

Now that your child is making sounds, we want him to begin copying the sounds you make and imitating actions or hand movements that you do.

You should begin to work on specific sounds, having the child make the sounds he hears from you. It will be necessary to begin with only one or two sounds and then teach others. The main interest is to get your child to imitate you as you make sounds or movements.

At first you will have to begin by showing the child simple motions. Help him if, after several tries, he does not attempt to copy you on his own.

ACTIVITY 7

Playing "Pat-a-Cake" with your child is a helpful game which can be done several times throughout the day. Have him in a position so he can see you. Playing the game to music and song can be real fun, and helpful to encourage him toward using his hands directly in front of him.

Begin by saying, or singing, the "Pat-a-Cake" words, clapping your hands so he can watch your motions and have a chance to copy you.

Sing or say the song again and guide his hands in the clapping motions.

Teach the child only the clapping motions at first, and help him to clap throughout the song. Add only one more of the game motions at a time. Do not go on to the next motion until he has made good attempts to follow each of the previous ones.

Use the words to the traditional nursery rhyme, "Pat-a-Cake".

ACTIVITY 8

"Tambourine Pat"

For the activity of patting on the tambourine, music should be added whenever possible to make it more fun. We hope this will encourage a feeling of and a response to rhythm.

Take the tambourine, or some other instrument that has been given to you and hold it in front of the child. (A bowl, pan, or empty box will serve this purpose just as well.) Pat on the instrument two or three times. Hold it close enough to the child for him to be able to pat, too. Encourage him to pat with you. If he doesn't copy you, take his hand and gently pat it on the instrument. Feel free to continue helping until he is able to pat alone as soon as he hears music.

It is not important that he pat the same number of times that you do, only that he imitates the action of patting. Be sure he is rewarded by a

smile, pat, or other reinforcement once he begins to copy you.

Say only the word "pat" as you pat on the instrument, and as you help him to do the same. This will give him another action word in the repertoire of words to which you want him to respond.

ACTIVITY 9

This activity again asks the child to copy your tapping on some instrument. Music should be added to make it more fun for the child. As you tap on the instrument, take the child's hand and tap it gently if he is not already copying you. Remember it is important only that he tap, not the number of times or whether it is done in rhythm to the music.

"To Market, To Market" is a good example of a nursery tune to use for this activity, though any nursery tune with a strong beat will do very well.

VOCALIZATION

The following may be helpful when the child is first learning to make sounds.

ACTIVITY 10

"To Market, To Market"

Instructions to Parents:

Any song can be used for tongue-roll singing when the parents are playing with the child. The following should be used for this purpose. The words will be sung the first time with "la's" on repeated times. The parents should continue to make these activities as much fun as possible. You might try setting the child on your lap and bouncing him up and down like a galloping pony as the song is sung.

1. Words
2. La-la
3. La-la

ACTIVITY 11

Instructions

Any familiar nursery rhyme or song may be used to encourage your child to make sounds. Try singing it leaving off any words, just humming or singing on an "OO" sound or a "la" sound. Here the nursery rhyme "Bye, Baby Bunting" will be used on each of these sounds: a hum, "OO", "la"

ACTIVITY 12

The following song has been recorded to encourage the child to make sounds. Try to get him to copy the sounds you make and the ones on the tape. You may repeat each sound without the tape if the child is trying to copy your sounds. Be sure to reinforce the child if he copies your sounds even though they may not be exactly like the sounds you made.

Twinkle, Twinkle, Little Star
- Hum
- "OO" sound
- Sing Words

There are other sounds that you have probably heard your child make. Use these sounds with the melody of the song. Some other sounds which may be used are "ba", "ta", "ka", "da-da-", "ma", or "mum".

ACTIVITY 13

A fun way to get the child to copy your actions and sounds is used in this game. A familiar nursery song has been recorded to sound like an Indian song. Sing along with the music using sounds the child can already make, such as "OO" or humming. While humming along, pat your lips as if singing an Indian song. Try to get the child to imitate the patting and the sound. If he doesn't try to pat his mouth, you pat your mouth to show him how. Then, take his hand and pat his mouth. You may have to do this several times before he begins to copy you. Be sure to watch him closely and encourage any attempt he makes to copy your patting or humming. Melody of: "Bye, Baby Bunting"

Use Indian-like rhythm

Adapted From: MUSIC THERAPY CURRICULUM
Prepared by: Karen R. Davis, RMT

ACTIVITY 14

This song is one to encourage the child's imitation of your actions. Listen to the song and do the motions with the song. Be sure the child is seated in a position where he can see you and enjoy watching you. After you have done the motions for him to see, take his hands and help him do the motions. If he doesn't want to do them, don't force him. Just let him watch you again. Continue moving his hands for him until he begins to make the motions alone, copying you as you do the motions to the music. It may be sometime before he can do the whole song but reward any attempts to imitate by a smile, saying "good", or other reinforcememt.

"Clap, Clap, Clap Your Hands" (Words as # 15)

ACTIVITY 15

"Clap, Clap, Clap Your Hands": Traditional "Old Joe Clarke"

Instructions

Now this fun song may be used to enable the child to use body movements, following the directions of the song. When the song says, "la, la, la..." everyone will hold hands and go around in a circle. Since we want the child to make sounds, make it a part of the game that everyone going around the circle must make the "la" sound. Practice the words and motions several times before beginning the song. Continue each verse in the same manner.

Activity with Child: Say to the Child,

"We are going to listen to a song that has lots of movements which you can do. The song will tell you to clap your hands or tap your feet or some other motion to the music. Let's stand up and make a circle. After you have clapped together, the music will say "la, la, la..." You will hold hands and

go around in a circle to this part of the music. As you go around, everyone must sing "la, la, la" with the music."

"Clap, Clap, Clap Your Hands"

1. Clap, clap, clap your hands, Clap your hands together,
   Clap, clap, clap your hands, Clap your hands together
   La, la, la, la, la, la, la; La, la, la, la, la, la,
   La, la, la, la, la, la, la; La, la, la, la, la, la.

2. Tap, tap, tap your feet

3. Nod, nod, nod your head

4. Swing, swing, swing your arms

5. Blink, blink, blink your eyes

NURSERY RHYME GAMES

In these games you will be teaching your child two nursery rhymes. Make the movements for the rhymes in the traditional way. Your home visitor can show you. Encourage your child to make the movements shown you and to join the family in saying the rhymes.

ACTIVITY 16

"THIS LITTLE PIG" (Spoken)

This little Pig went to market,
This little Pig stayed at home;
This little Pig had roast beef,
This little Pig had none;
And this little Pig cried, "Wee, wee, wee,"
All the way home.

This game can be played with fingers or toes, and should be done with both from time to time.

Repeat several times, or as long as the child's interest can be held to the activity.

Adapted From: MUSIC THERAPY CURRICULUM
Prepared by: Karen R. Davis, RMT

ACTIVITY 17

Now let's do a song game: "Ring Around the Rosey".

Remember to do the motions to the words.

"RING AROUND THE ROSEY" (Sing the traditional song)

Ring around the Rosey,
Pocket full of posies,
Up, up, up -
And - down.

Repeat several times, or as long as the child's interest can be held to the activity.

— " —

ACTIVITY to be duplicated in ATTENTION, AUDITORY-SENSORY TRAINING, EYE-HAND (pointing), IMITATION OF SOUNDS, AND SOUND DISCRIMINATION, FINGER MANIPULATIONS.

ACTIVITY 18

"GOOD MORNING FARM": Book by Betty Wright; Fred Weinman, illustrator;
Golden Press, Racine, Wisconsin
Cassette Program Prepared by: Karen R. Davis, RMT
Margaret G. Young, Developmental Specialist

Be sure both of you are seated comfortably. It does not matter whether the child is on your lap, sitting beside you, or across a little table from you. As in all activities, show enthusiasm; make it something to look forward to because it is going to be fun.

After you and the child have looked at the cover of the book, open the book and turn the pages as you read the script text or listen to the tape. Point at each animal as you name it and be sure the child is looking at the picture.

Encourage the child to point to the animal in imitation of your pointing. Perhaps you may need to guide his hand or pointing finger, and be sure his eyes are following his pointing finger.

Look together two or three times. Encourage him to "Turn the page" at

your request, and assist him in separating the pages so they can be turned one at a time. Encourage pointing by asking, "Where is the _____?" If he is able to say, or is learning to say, the names of the animals, encourage this response. Make the sound of the animal and encourage him to imitate the sound and, finally, to initiate the sound as soon as he sees the picture.

The several goals of this activity are:

1. Attending through the duration of the activity of looking at the book of pictures and listening to the recording.

2. Pointing to the picture of each animal as it is named and maintaining attention on that picture until told to turn the page or to look at the next page.

3. Turning the pages of the book one at a time.

4. Approximating the sounds of the animals pictured in the book.

5. Naming the animals in the pictures.

6. Correct identification of a named animal by pointing to the picture, approximating its sound, or repeating the name as it is pointed to.

SCRIPT

"Good Morning Farm" Tape

(If using the cassette you will hear sounds of the animals in the picture book.)

Otherwise, you provide the animal sounds indicated.

Open the book and find the picture of the horse -

The horse sounds like this.

(Sound of Horse)

Can you sound like the horse?

Turn the page and find the dog -

(Sound of Dog)

Now, turn the page, find the cat

(Sound of Cat)

On the other side are some sheep

(Sound of Sheep)

Turn the page and find the donkey

(Sound of Donkey)

One baby goat is calling to all the other goats we can't see.

(Sound of Goats)

Turn the page - - - have you ever heard baby chicks go cheep, cheep?

(Sound of Baby Chicks)

Turn the page and find the ducks.

(Sound of Ducks)

Find the rooster on the other side .

(Sound of Rooster)

Turn the page, look at the pictures of the cows and baby calves.

Cows say: "Moo". Baby Calves say "Maa - Maa"

Turn the page. The bunny rabbit is very quiet. It just goes hop, hop, hop, across the grass.

Do you think the baby bird hears other birds chirping?

(Sound of Birds)

Turn the page, look at the kittens.

(Sound of Kittens)

Next find the big turkey.

(Sound of Turkey)

Turn the page, look at all the pigs - -

(Sound of Pigs)

Turn the page, find the colt and the baby goats. Do you remember how they sounded?

And when you turn the page, you'll find another horse.

(Sound of Horse)

Turn the page - this is a baby deer lying very quietly in the woods.

ACTIVITY 19

"Clap Your Hands Til The Music Stops"

In this game you will be trying to get your child to imitate what you do. The words explain exactly what to do. Use the music of the tape if it is provided for you, or use any music of strong 4/4, or slow march beat, or you may chant the words in rhythm, stopping the music, chant, or motion at chosen intervals. Be sure the youngster is watching you closely as well as listening to the words and music.

If at first the youngster cannot do the motions independently, then help him. For example, if the song says, "clap your hands," take his hands and clap them together. Do not hesitate to help, but always encourage him to do the motions alone. Be sure to make this a fun game!

"Clap your hands, clap your hands,

Clap your hands till the music stops."

2. Shake your hands
3. Roll your hands
4. Swing your arms
5. Tap your feet
6. Step up high
7. Nod your head
8. Wave bye-bye

ACTIVITY 20

"Take Your Little Hands"

Follow the same suggestions for this activity as for #19 (above).

"Take your little hands and go clap, clap, clap,
Take your little hands and go clap, clap, clap,
Take your little hands and go clap, clap, clap,
Clapping as we go."

2. Feet - tap
3. Head - nod
4. Head - shake
5. Arms - swing
6. Eyes - blink
7. Feet - march
8. Hands - shake

ACTIVITY 21

Follow the same suggestions for this activity as for #19.

"If You're Happy and You Know It" Traditional tune.

"If you're happy and you know it, clap your hands;
If you're happy and you know it, clap your hands;
If you're happy and you know it, Then you really ought to show it;
If you're happy and you know it, clap your hands."

2. Stamp your feet
3. Nod your head
4. Turn around
5. Ring the bell
6. Beat the drum
7. Wear a smile

ACTIVITY 22

"Everybody" Music Activities for Retarded Children
Abingdon Press, New York
p. 48

Follow the same suggestions for this activity as for 19.

Everybody likes to clap their hands,
Everybody likes to clap their hands,
Everybody, everybody, everybody, everybody,
Everybody likes to clap their hands.

2. Beat the drum
3. Play the sticks
4. Ring the bells
5. Toot the horn
6. Take a nap

ACTIVITY 23

"Open - Shut Them"

Follow the same suggestions for this activity as for 19.

Open, shut them; Open, shut them;
Give a little clap, (Clap)
Open, shut them; Open, shut them;
Put them in your lap.

Creep them, creep them; Creep them, creep them;
Right up to your chin,
Open wide your little mouth,
But do not put them in.

ACTIVITY 24

"The Bus Song"

Follow the same suggestions for this activity as for #19.

"The Bus Song"

The wheels on the bus go round and round,
Round and round, round and round,
The wheels on the bus go round and round,
All through the town.

2. Wipers go swish
3. Horn goes toot
4. People go up and down
5. Driver says "sit down please"
6. Door goes open and shut
7. Lights go blink, blink, blink

ACTIVITY 25

"Five Little Ducks"

Instructions:

Follow the same suggestions for this activity as for #19.

"Five Little Ducks"

Five little ducks that I once knew,
Fat one, short ones, skinny ones too,
But the one little duck with the feather on his back,
He rules the others with a quack, quack, quack,
Quack, quack, quack; Quack, quack, quack,
He rules the others with a quack, quack, quack.
Down to the river they would go,
Wibble, wobble, wibble, wobble, to and fro,
But the one little duck with the feather on his back,
He rules the others with a quack, quack, quack,
Quack, quack, quack; Quack, quack, quack,
He rules the others with a quack, quack, quack.

(repeat 2 times)

Adapted From: MUSIC THERAPY CURRICULUM
Prepared by: Karen R. Davis, RMT

ACTIVITY 26

"Let Your Hands Go Clap: (Scoggins) Traditional tune: "Mary Had A Little Lamb"

Instructions:

Follow the same suggestions for this activity as for #19.

"Let Your Hands Go Clap"

Touch your toes and then your knees; Touch your toes; touch your knees,
Touch your toes and then your knees, And let your hands go clap.

Touch the floor and stand up tall; Touch the floor; Stand up tall:
Touch the floor and stand up tall; And let your feet go stamp.

Lift your foot and kick the ball; Lift your foot; kick the ball;
Lift your foot and kick the ball; And let your hands go clap.

Hug yourself and turn around; Hug yourself; turn around.
Hug yourself and turn around; And let your feet go stamp.

Lift your knee up in the air; Lift your knee; in the air;
Lift your knee up in the air; And let your hands go clap.

Stand on tiptoe, turn around; Turn around; turn around.
Stand on tiptoe, turn around; And let your feet go stamp.

Point your toe and take a bow; Point your toe; take a bow;
Point your toe and take a bow; And let your hands go clap.

Bend your body down and up; Down and up, down and up;
Bend your body down and up; And let your feet go stamp.

Rock your shoulders side to side; Side to side; side to side;
Rock your shoulders side to side; And let your hands go clap.

ACTIVITY 27

"When I Am Happy" (Scoggins)

Instructions:

Follow the same suggestions for this activity as for #19.

"When I Am Happy"

When I am happy, I sing; La, la, la, la, la, la, la;
When I am happy, I sing; La, la, la, la, la, la, la;
And I like to clap my hands; (music)
And I like to clap my hands; (music)
When I am happy, I sing; La, la, la, la, la, la, la;
When I am happy, I sing; La, la, la, la, la, la, la.

2. Stamp my feet
3. Beat the drum
4. Nod my head
5. Play the sticks
6. Ring the bell

ACTIVITY 28.

MOTOR ACTIVITIES WITH SONGS ON CASSETTE

Activity I.

My fingers! My fingers!
Fingers on my hands.
My fingers! My fingers!
Aren't they so grand?

Wiggle-ee fingers,
Squiggle-ee fingers.
I use them to reach.

Holding fingers,
Scolding fingers,
I use all of - - - -

My fingers! My fingers!
Fingers on my hands.
My fingers! My fingers!
Aren't they so grand?

CLAP! CLAP!

ACTIONS:

MY - - Hands extended, fingers spread.
FINGERS - - Hands fisted and brought back against body.
REPEAT
FINGERS ON MY HANDS - - Hands extended, fingers spread, palms down.
REPEAT "MY" & "FINGERS" ACTIONS
AREN'T THEY SO GRAND - - Hands held up, palms forward.

WIGGLE-EE FINGERS, SQUIGGLE-EE FINGERS - - Wiggle fingers about in air or on a table surface.
HOLDING FINGERS - - Hands clasped, fingers interlaced.
SCOLDING FINGERS - - Forefinger pointed on both hands and shake in "scolding" fashion to beat of music.
I USE ALL OF - - Hands extended, palms up.

Repeat actions as described above for last four lines of song.

CLAP! CLAP! - - In time to the two finishing chords of the music.

Repeat as often and as many times as the child's enthusiasm in the game is maintained.

Record: Learning Basic Skills Through Music, Vol. II; Hap Palmer Activity Records, Educational Activities, Freeport, N.Y.

Prepared by:
Margaret G. Young
Developmental Specialist

ACTIVITY 29.

MOTOR ACTIVITY

Activity II.

Put my hands on my head,
On my knees and my toes.
Put my hands on my ears
And my eyes and my nose.

Oh, isn't this fun?
Isn't this fun?
Now I'll start to jump and run.

I'll jump, jump, jump, jump
jump, jump, jump.
I'll run, run, run, run,
run, run, run.

SPOKEN: Now, let's do it all again!

In the first four lines of the song the hands are to be placed on the body parts mentioned.

Second part: Clap in time to the music.

JUMP: Work toward a two-footed jump, both feet leaving the floor simultaneously. Encourage a slight knee bend so that the youngster gets the feeling of the motion required to elevate himself off the floor.

RUN: Run in place.

Speak, and try to encourage the child to say the words, too - -

"Now, let's do it all again!

Repeat as often and as many times as the child's enthusiasm in the game is maintained.

Record: Learning Basic Skills Through Music, Vol. II; Hap Palmer Activity Records, Educational Activities, Freeport, N.Y.

Prepared by:
Margaret G. Young
Developmental Specialist

ACTIVITY 30.

MOTOR ACTIVITIES

Activity III.

Put your foot up.
Put your foot down.
Turn all around
And DOWN, DOWN, DOWN!

If the youngster is unable to maintain balance on one foot hold his hands, or one hand, and have him mirror your raising one foot at a time. Work with raising the same foot with each time the game is played until he is thoroughly familiar with the activity. then change to the other foot to be elevated.

TURN ALL AROUND - - Hold both hands and circle as in "Ring Around A Rosie"

DOWN, DOWN, DOWN - - Knee bend to a squat.

Repeat as often and as many times as the child's enthusiasm in the game is maintained.

Prepared by:
Margaret E. Young
Developmental Specialist

ACTIVITY 31

Roll Over, Roll Over

Instructions:

The purpose of this game is to have the child roll over, pick up an object from an elevation of approximately 4" so he must reach up for it. He then rolls over again placing the object on another elevated surface. Be sure he reaches with both hands and lifts his legs--not just his feet or knees, but his legs from the hips. The arms are extended over the head, and his head is lifted as he looks to reach for the object. Begin with the child lying on the floor on his tummy, feet together.

Each time before beginning the game, ask the child, "Can you show me how you roll over?" and let him do so freely. Also ask him to demonstrate "picking up the object in both hands." Do not hesitate to demonstrate the action to the child, or to help him through the actions.

This activity has been recorded on cassette which can be used while playing the game, but can be engaged in just as effectively to the words chanted rhythmically.

"Roll Over, Roll Over"

Roll over, roll over, Pick up what you see:
Roll over, roll over, Put it here now for me;
Roll over, roll over, Pick up what you see;
Roll over, roll over, Put it down here for me.

Roll back now, roll back now, Pick up what you see;
Roll back now, roll back now, Put it back here for me;
Roll back now, roll back now, Pick up what you see;
Roll back now, roll back now, Put it back here for me.

Adapted From: MUSIC THERAPY CURRICULUM
Prepared by: Karen R. Davis, RMT

ACTIVITY 32

AUDITORY MEMORY SPAN

We are going to play a game - "Simon says". Let's all sit in a circle and take turns doing what Simon tells us to do. Simon may say, "Clap your hands like this,"X X", and you would clap,"X X," after Simon has clapped. Always listen carefully to what Simon does and then you do the same thing. Be sure to let Simon finish before you begin. Remember to listen carefully as you take turns doing what Simon says.

Simon says,	"Clap your hands like this" X X
Simon says,	"Tap the sticks like this" X X
Simon says,	"Tap your feet like this" X X
Simon says,	"Hit the cymbols like this" X X X
Simon says,	"Tap the sticks like this" XX X
Simon says,	"The big dog is in his house."
Simon says,	"Hit the cymbols like this" X XX
Simon says,	"La,la,la - La,la,la"
Simon says,	"Clap your hands like this" X XX
Simon says,	"Tap your feet like this" X X X
Simon says,	"I like ice cream"
Simon says,	"Tap the sticks like this" X X X
Simon says,	"Daddy goes to work today."
Simon says,	"Hit the cymbols like this" X X X

ACTIVITY 33

"Put Your Finger On Your _____" Traditional "If You're Happy"

Instructions:

In this singing game, your child will be identifying body parts by touching them as instructed to use them in the song. The song explains exactly what to do, but you must be sure that the child understands which part of his body is to be used and that he does so correctly. Do not hesitate to help him touch the named part. Then have him imitate your actions. Always make the game as much fun as possible.

Say to the child,

"We are going to play a singing game. You will touch parts of your body such as your nose or head with the song. Show me how you put your fingers on your hair (head). Good! - Now listen carefully to the words."

Put your fingers on your _____

1. Hair	6. Eyes	11. Legs	16. Chin
2. Hand	7. Ears	12. Arms	17. Face
3. Tummy	8. Nose	13. Back	18. Elbow
4. Foot	9. Mouth	14. Hip	19. Neck
5. Knee	10. Toes	15. Shoulder	20. Chest

Put Your Finger On Your _____ ;

Put your finger on your nose, on your nose;

Put your finger on your nose, on your nose;

Put your finger on your nose, and leave it on your nose.

Put your finger on your nose, on your nose.

Adapted From: MUSIC THERAPY CURRICULUM
Prepared by: Karen R. Davis, RMT
With: Margaret G. Young

ACTIVITY 34

"Here Is My _____ (Davis)

Instructions:

In this game, your child will be identifying body parts by touching them as instructed in the song. The words explain exactly what to do, but you must be sure that the child understands which part of his body is to be used and that he does so correctly. Help him to touch the named part. Always make the game as much fun as possible.

Activity with Child:

"We are going to play a game. Can you touch your head? Very good - now let's listen to the song and do exactly what it says."

"Here Is My _____"

1. Mouth	6. Hand	11. Leg	16. Chin
2. Eye	7. Tummy	12. Arm	17. Face
3. Ear	8. Foot	13. Back	18. Elbow
4. Nose	9. Knee	14. Hip	19. Neck
5. Head	10. Toe	15. Shoulder	20. Chest

"Here Is My Mouth"

Here is my mouth,
Here is my mouth,
Here is my mouth,
That I touch right now.

Adapted From: MUSIC THERAPY CURRICULUM
Prepared by: Karen R. Davis, RMT
With: Margaret G. Young

ACTIVITY 35

"This Is The Way We Touch Our _____" (Traditional)

Instructions:

Use the directions to: "touch", "shake", "close", "rub", "wiggle", "pat", "stretch", as the child learns these directions, and as appropriate to the various body parts.

Adding more motor activity and comprehension of instructions to the previous activity.

"This Is The Way We Wash Our _____"

1. Head	6. Eyes	11. Legs	16. Chin
2. Hand	7. Ears	12. Arm	17. Face
3. Tummy	8. Nose	13. Back	18. Elbow
4. Foot	9. Mouth	14. Hip	19. Neck
5. Knee	10. Toes	15. Shoulder	20. Chest

ACTIVITY 36

"I Wiggle My Fingers Like This"

Instructions:

In this musical game, your child will be identifying body parts by touching them as instructed or using them in the song. The song itself explains exactly what to do, but you must be sure that the child understands which part of his body is to be used and that he does so correctly. Always make the game as much fun as possible.

Adapted From: MUSIC THERAPY CURRICULUM
Prepared by: Karen R. Davis, RMT

Activity With Child:

We are going to play a musical game. Can you wiggle your fingers? Show me - good. When the song says "Hello", I want you to shake hands or bow as if saying "Hello." Now let's listen to the song and do exactly what it says.

"I Wiggle My Fingers Like This"

I wiggle my fingers like this;

I wiggle my fingers like this,

Hello, hello, and how do you do.

I wiggle my fingers like this.

2. Wiggle my toes
3. Clap my hands
4. Shake my feet
5. Blink my eyes
6. Touch my ears
7. Wiggle my nose
8. Touch my mouth
9. Bend my knees
10. Swing my arms

ACTIVITY 37

"Looby Lou"

Instructions:

The following song can be done with just the parent and child, or would be lots of fun if there are others in the family to join the game. Everyone joins hands and walks in a circle to the first part of the song. Then everyone stops as the song says to "put your foot in" or something similiar. Listen carefully and help the child to follow the song as you make it as much fun as possible.

"Looby Lou"

Chorus:

Here we go Looby Lou; here we go Looby light

Here we go Looby Lou; all on a Saturday night.

Verse:

Now put your foot in; Now take your foot out;

Now give your foot a shake, shake, shake;

and turn yourself about.

REPEAT CHORUS

2. Put your hand in
3. Put your head in
4. Put your leg in
5. Put your arm in

ACTIVITY 38

"I Clap With My Hands" (Scoggins)

Instructions:

The following song identifies a body part with its function. In other words, "I clap with my hands" or "chew with my teeth." The child should already be familiar with the parts of his body before combining each with a function. This song can be lots of fun for the child but you must help him to be sure and listen so he can follow the directions correctly.

Activity with child:

We are going to play a musical game. You must listen carefully and do as the music says.

"I Clap With My Hands"

I clap with my hands
I stamp with my feet
I sing with my mouth
and chew with my teeth.
I see with my eyes
I breathe with my nose
I hear with my ears
and dance on my toes.

DIRECTIONS WITH BALL

The following may be used when teaching the child to follow directions using a ball.

ACTIVITY 39

"Roll the Ball" (Davis)

Instructions:

A simple game asks the child to roll the ball. This might be to someone, or simply to roll the ball away from him. You will need a ball and a suitable place for rolling while standing or sitting.

Activity with Child:

Take the ball and get ready to roll it with the music.

Roll The Ball

Roll the ball, Roll the ball,

Now we say, roll the ball.

(REPEAT 2 times)

ACTIVITY 40

"My Ball, Roll On"

Instructions:

This game may be played with a group as well with just the parent and child. Have your child sit on the floor a short distance from the nearest person. The youngster should be close enough to easily roll a ball to someone. Have him sit with his legs spread apart so they may be used as an aid in catching the ball. Then play the game rolling the ball from person to person, or just toward a point away from himself. Always practice rolling the ball a few times before doing so with any music.

ACTIVITY 41

"Bounce the Ball"

Instructions:

This game asks the child to bounce the ball. Help the youngster to place his hands in front of the ball. Tell him to "bounce the ball." Practice this several times before having him bounce the ball to the rhythm of the words.

Activity with Child:

Say to the child,

"Take the big ball. Show me how to bounce the ball. Very good--let's try to bounce the ball with the words.

Try to say the words and bounce the ball rhymically."

"Bounce The Ball"

Bounce, bounce, bounce, bounce, bounce the big ball,

Bounce, bounce, bounce, bounce, bounce the big ball.

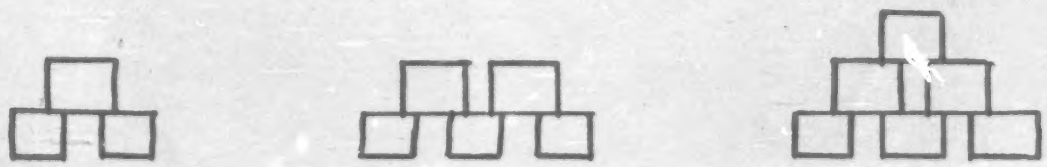
It may be necessary to play the game for some time allowing a "catch" after each bounce. Be alert to which procedure is initially easiest for the child -- to bounce, catch, bounce, catch or to bounce, bounce, bounce, bounce.

ACTIVITY 42.

SUGGESTED ACTIVITIES for ATTENTION, IMITATION, FINGER MANIPULATION, ATTENTION SPAN

With blocks of a size easily handled by the child, slowly show how to set one block on top of the other with the edges aligned so that they are more stable. First show how to build a tower of just two (2). As each step is reached with success, progress on to towers of three (3), four (4), etc. as high as possible until the tower falls. PRAISE each success and each progressively higher tower. Make no scolding or negative comment when a tower of blocks falls. A comment with a tone of amusement, such as, "Oh, oh, there it goes ! , or "Down go the blocks!" will not discourage carrying on the game.

After several heights of towers have been mastered, show the child how to build a bridge with the blocks. When successful with a three-block bridge, show how to add two more to make the next bridge, then place one on top of that construction . ALLOW LOTS OF FREE PLAY WITH BLOCKS OF ALL SIZES AND SHAPES.



Prepared by:
Margaret G. Young
Developmental Specialist

ACTIVITY 43.
LATERALITY and DIRECTIONALITY
EYE-TRACKING & EYE-HAND COORDINATION ACTIVITY

Activity I: Cross-Lateral Eye-Hand Coordination Exercises

The box contains five paired-by-color sets of large cubes with inset for balls. The top and bottom halves of the box are alike.

Remove all the colored balls to some shallow container to be placed between the two box halves and in front of the child.

Move one set of cubes to the box top. With the child seated before a table, place one half of the box with one set of cubes slightly to his right, the other set slightly to his left.

Ask the youngster to "Get a ball and put it in a block". You might point to the container of balls, or, if necessary, to a particular ball. If the child picks up a ball without your pointing to any particular one say, using the child's name, "_____ has a *red ball". *Use the correct color name. Do not insist that he put the ball into the color matching block now, as the main purpose here is to see that the youngster follows the motor action of his hand with his eyes. Color matching will come later.

If he <u>can</u> match colored ball to like-colored block, FINE! and be sure to congratulate him on this accomplishment.

Point to the box in which you want the youngster to put the ball into a block, encouraging him to place a ball picked up with his right hand into a block to his left. And a ball picked up with the left hand into a block to his right.

Prepared by:
Margaret S. Young
Developmental Specialist

Activity 43.
Page -2-

If one hand is definitely preferred for this game, try gently holding one and then the other hand in his lap or flat on the table beside the box of blocks.

As the game progresses move the boxes of blocks a bit farther and farther out to the sides - - but not so far that the child must turn his body in order to reach across to place the ball into the block.

If the indicated set of balls and cubes are not available to promote color matching, use three containers - one center, one to the right and one to the left. DO USE balls of basic colors: red, blue, yellow, green. (Plastic golf balls can be colored successfully with non-toxic spray paint.)

The indicated set of colored balls and cubes may be obtained from:

Lakeshore Equipment Company
1144 Montague Avenue
San Leandro, Calif. 94577

Prepared by:
Margaret B. Young
Developmental Specialist

ACTIVITY 44

EYE-TRACKING & EYE HAND-COORDINATION ACTIVITY

Activity II: Eye-Hand Coordination Exercise with Symmetrical Use of Both Hands

(This activity involves perception of distance, speed of ball movement and the judgment of the correct thrust necessary to keep the ball swinging in much the same size arc and at the same speed. At no time is the ball to be struck with force as batting a thrown ball.)

This game is played with the rolling pin and white ball swinging from the pole. We will need the cooperation of someone tall enough to hold the bar so that the swinging ball is at chest level of the child.

At first, another person will need to help the child to hold his hands with palms out, thumbs over-lapping, and to meet the ball as it swings <u>to</u> him, giving it a gentle push with both hands working in unison. Hands should start the push movement from close to the chest and move straight out to meet the ball.

You might say, "Out and back" as the ball swings away from and toward the child. The pole holder should try to keep the swing in a steady, slow rhythm.

It may help the child to match the rhythm of the swinging ball by showing him how to place one foot ahead of the other and rock forward and backward with the motion of the ball as you say, "Out and back".

Next, help the child to hold the red handles of the rolling pin and, beginning close to the chest move hands and arms in straight-out motion to meet the ball and give it a gentle push. (Help him to not move in a circular down or up slashing motion, nor ever holding the pin by one handle and striking at the ball as one would with a bat.)

Prepared by:
Margaret E. Young
Developmental Specialist

Prepared by:
Margaret G. Young
Developmental
Specialist

ACTIVITY 45.

EYE-HAND COORDINATION EXERCISES

Suggested Equipment: PATHWAY PROGRAM "I", Teaching Resources, Boston, Mass.

These Eye-Hand Coordination Exercices provide opportunities for the child to improve his skills in two of his basic receiving-responding-performing systems, his eyes and his hands. The skills being developed are perceptual ones. Perception implies interpretation.

INSTALLATION:

The plaque must be firmly fastened to the wall high enough so that the threaded hole is at least six feet from the floor. The ideal height is about 6' to 6 1/2' from the floor to the threaded hole. Placement should be such that direct, intense light will not shine into the child's eyes as he uses the apparatus.

If the target sheet is used, the top edge should be the same height as the point of the child's chin.

To determine the height of the ball, have the child stand beside the hanging ball. Have him place his hand on his shoulder (same side) without raising his upper arm. The height of the ball should be opposite the point of his elbow. Fasten the cord firmly in that position. The ball must not hang lower than this else it will encourage the child to chop downward on the ball with too much elbow and wrist movement.

As the child taps the ball his forearms should be moving horizontally, pivoting from the shoulder, with some elbow action but no wrist movement. It is important, especially with the beginner, that the forearms move forward and backward in a smooth, constant, horizontal movement. If necessary, readjust the height

Activity 45. cont'd

of the ball to assure this horizontal action.

The child should stand the same distance from the ball as the ball is from the wall; that is, about 19 inches when the ball is hung from the outermost hole of the support rod. As he becomes more adept he may move into different positions and distances.

The child should not be kept in the activity so long that he experiences the discomfort of fatigue in the arms and shoulders. As in any other performance, the greater the skill the less fatigue, but he should practice at least 15 to 25 taps in one sequence. No hard and fast rule can be given as to how much practice each child needs. Be alert to the fatigue signs - - drooping arms or less rhythm in the ball as it swings.

1. Help the child to understand that this is <u>not</u> a "game of strength." It is a game of skill and soft-touch control of the direction and rhythm of the ball.
2. The manner in which the ball is tapped is extremely important. The word "tapped" best describes the action. Contact between bat and ball should result in a soft "plunking" tone. If he has difficulty with the horizontal movement, have him stand at a table, lay his forearms flat on it, extending straight in front of him, and move his hands toward and away from him by sliding his arms back and forth on the table surface. Then have him try exactly the same motion holding the the rolling pin "bat" as described in #3.
3. The bat is <u>always</u> gripped with knuckles upward and thumbs inward; that is, the handles are gripped from above, not from below.

The bat is held only firmly enough to control direction and speed. The thrust with both arms must be equal else the ball will begin to swing off center; control of speed and rhythm will be lost. The ball will not return toward the child in the same arc as it was thrust from him, which it must do so that he can strike it again from the same position.

IT IS IMPORTANT THAT THE CHILD GET OFF TO A GOOD START. For the beginner in this activity it would probably be wise to begin by kneeling behind him and, gently closing your hands over his, direct his motions so that he get the "feel" of a smooth rhythm, does not chop down at the ball, learns to watch for the return and reach to meet the ball just short of the height of its arc nearest him.

Perhaps it would be easier for the child to "get into the feel" of the rhymical movement by placing one foot slightly in front of the other and practicing a rocking motion forward and back as he moves his arms out and back.

Urge the child to:

1. KEEP YOUR EYES ON THE BALL
2. WATCH IT CAREFULLY
3. TAP THE BALL VERY GENTLY

CRITERIA:

1. The ball swinging in a smooth and rhythmic arc.
2. The child's arms moving smoothly and in rhythmic unison, level with the floor, and without any "chopping" of the ball.
3. At least ten continuous strokes without having to stop to straighten the swing.

ACTIVITY 46.

"Listen and Do"

We are going to play a game where you listen and do what the music says. Listen carefully so you'll know exactly what to do and then follow the directions in the song.

CHORUS:

Listen, Listen, Listen and Do.
Listen, Listen, Listen and Do.

NOTE: Sing each two lines of chorus then speak a line of instructions. Wait for response, and reinforce success by clapping.

INSTRUCTIONS:

1. Stand in front of the chair.
2. Put the ball on the table.
3. Put the ball under the table.
4. Sit on the chair.
5. Put the ball in front of the T.V.
6. Stand beside the chair.
7. Put the ball behind the chair
8. Stand behind the chair.
9. Put the ball in the chair.
10. Put the ball under the chair.
11. Walk toward the T.V.
12. Hold the ball above your head.
13. Stand beside the T.V.

This completes all of the activities on this tape. You can rewind it to the beginning so you can "Listen and Do" another day.

Prepared by:
Karen R. Davis, RMT

ACTIVITY 47.

EARLIEST MUSCLE STRENGTH TRAINING

With youngster on his back on pad or on your lap, lift slightly at shoulders. He should tense shoulder and neck muscles and attempt to lift his head toward his front. Talk to him in a pleasing, encouraging tone.

You may need to first slip your hand under his head and lift it slightly so that he knows what is expected of him.

When he is able to engage head and shoulders to lift his head, next wrap his hands around your thumbs, covering his hands with your fingers to give him added feeling of security. Give a slight tug on his arms and encourage him to pull up with a pleasant, "Up you come!" or "_____, sit up." Help him to pull slowly to a sitting position, then lower him to his original supine position. Here, again, you may need to support his head so that it does not drop back too far as he is lowered to his back.

ACTIVITY 48.

To introduce the youngster to crawling movements, place him on his tummy on the floor. Grasp at lower legs and push them up to the side, keeping them in full contact with the floor, into a bent-knee position. Straighten legs out to either side in straddle position, then bring his feet together at the starting point with legs straight.

The simulated "frog kick" motion is good for strengthening legs and lower back, for enhancing flexibility of legs, and for developing an understanding of the use of his legs in <u>forward</u> progress of the crawl.

Activity 48. cont'd

Next, carry through the same movements with one leg at a time, alternating right - left - right - left. Then coordinate a right-arm reach with left-leg up, and left-arm reach with right-leg up. (This last coordinated exercise will require two trainers so that the child works right arm - left leg and keeps left arm - right leg down and momentarily relaxed.)

Prepared by:
Margaret G. Young
Education Specialist

MUSCLE STRENGTH

LEVEL I PART I

As in all activities, be sure you are ready to take part in a spirit of fun and play.

The youngster must be fully awake and in a happy mood, ready to play games with a real fun partner, YOU. He is not only happy to have fun himself, but is rewarded and encouraged to try with even more joy if he knows you are having fun and he is pleasing you.

Do not feel that all activities given on a tape must be carried out in every exercise period. You are the best judge of the length of time your youngster can play these games with real joy and enthusiasm.

When he shows he is tiring or losing interest, stop for a time and try again later in the day.

ACTIVITY 49.

ACTIVITY I: For strengthening stomach and leg muscles.

A. Place youngster on his back on a blanket, soft rug, or playpen pad. Hold legs at ankles with fingers extending up toward knees and bend knees simultaneously up over the chest. Return his legs to the straight position. Repeat ten or twelve times.

The youngster will soon learn that he is to bend his knees and pull with upper leg muscles, so allow him to help with the exercise as soon as he shows you he can.

Gradually bring your fingers back so that you are holding him just at his ankles.

Prepared by:
Margaret C. Young
Developmental Specialist

B. As in the first part of the activity, hold the youngster's legs at the ankles. Begin with both legs straight and heels touching the pad. Keeping the left leg straight, bend the right knee up toward his chest. Return right leg to straight as the left is bent up toward the chest. Repeat ten or twelve times.

C. Youngsters love the "Bicycle" exercise and will soon be doing it alone for their own enjoyment or for the entertainment of an appreciative audience.

Holding his legs as in parts A and B of the exercises, rotate his legs in a circular motion as if he were riding a bicycle. Make a dozen to sixteen rotations at each exercise period.

ACTIVITY 50.

ACTIVITY II: For strengthening the muscles of arms, chest, and upper back, and to help prevent round shoulders.

A. Let the youngster grasp your thumbs and cover his hands with your fingers. Soon he will learn to retain his grasp without your having to cover his hands. Cross his arms over his chest, then stretch them out to the sides. Establish an easy rhythm and repeat about twelve times.

B. With his fingers still grasping your thumbs, raise the youngster's hands (with arms straight) up along sides of his head, then lower to beside his body.

**When arms are up, palms should face upward; when arms are at his sides, palms should face down and be helped to touch the surface on which he is lying. This helps him to establish or maintain a good orientation with his immediate surroundings. This will be very important to him in his later relationships with space. Repeat this exercise about twelve times.

Prepared by:
Margaret E. Young
Developmental Specialist

C. The next step in this exercise is to alternate positions of his arms, raising one while keeping the other at his side. Alternate arms. Repeat about twelve times.

ACTIVITY 51.

ACTIVITY III: To strengthen upper and lower body as well as to increase flexibility and coordination.

Holding the youngster's right hand at the wrist and left foot at the ankle, bring them together across his stomach.

Relax his position by stretching the arm above and slightly to the right side of his head and straightening the leg slightly to left of center. Repeat six times. Change sides and repeat the exercise six times.

Do not hide or cover his hand or foot with your hands and encourage him to grasp his toes with his fingers. Be sure to bring fingers and toes into touch, and try to attract his eyes to look at the finger-toe contact.

ACTIVITY 52.

ACTIVITY IV: A. For upper body and stomach strength and flexibility.

B. For back and thigh control and strengthening.

Hold the youngster against your chest facing away from you, one arm around his chest, the other around his hips. Perhaps he would feel more secure if at first you play this game kneeling in an upright position.

Prepared by:
Margaret E. Young
Developmental Specialist

Bend forward and return to upright position. Each time you bend forward let his body come a bit farther from your body so that eventually he can feel secure when held at as much as a 45 degree angle as you remain upright.

Gradually move your arms so that you can hold him at the waist with your hands and he pushes with his feet against your thighs as he keeps his body straight. The angle of his "flag pole" stance will not be as great as the support of your arms is changed to support by your hands.

As his strength and control increases you may be able to hold him at his hips and then upper thighs.

Bring him back against your upright body after a few seconds and help him to relax. As he becomes stronger, he will be able to lengthen the time he can maintain his position in mid air. Repeat only four times in each exercise session.

***REMEMBER that a happy, fun attitude shown by your smiles and exclamations at the success of his motions is going to increase your youngster's joy in participating in these exercise games.

Prepared by:
Margaret G. Young
Developmental Specialist

MUSCLE STRENGTH

LEVEL I PART 2 SIDE 1

As in all activities, be sure you are ready to take part in a spirit of fun and play.

Baby must be fully awake and in a happy mood, ready to play games with a real-fun partner, YOU. He is not only happy to have fun himself, but is rewarded and encouraged to try with even more joy if he knows you are having fun and he is pleasing you.

ACTIVITY 53.

Exercise #1

("STICK GRIP AND LIFT")

The first activity we call "Stick Grip and Lift". It is excellent for hand grip and upper body strength. Use a dowl of approximately 3/4" diameter, or a very smooth broom handle. The youngster grasps the dowl with both hands. Place your hands firmly over his to protect him from slipping. He may come to a sit position as he is lifted, or may straighten and tense his body and come up in that position. Lift him off the floor, suspend for a few seconds, then return him to the floor. Repeat only about four times. But this can be done several times during the day. As he feels more secure, lift him higher and higher until he is not afraid to be three or four feet off the floor.

To add to hip and thigh strengthening, let him walk up your thighs. Let him be barefoot for this game. Keep his arms at full extension while he is doing this.

Prepared by:
Margaret G. Young
Developmental Specialist

ACTIVITY 54.

Exercise #2

("PUSH-UPS")

The second activity is called "Push-Ups". With baby on tummy, grasp him at hips and hold firmly, fingers extending up toward his midsection.

He may take some time to learn to keep arms straight and, perhaps, land on his nose a few times. So choose a rug, blanket, or play pen pad until he has mastered keeping himself elevated.

After a while he will get the idea of pushing up with hands and arms as soon as you grasp his hips and begin a slight lift. Hold him for a few seconds, then lower. Help him to learn to lower himself and relax. Repeat about five times.

Gradually bring your fingers back so you are holding him just at his hips and, as he learns to hold his body straight in his part of the game, work your way down to thighs, knees, and finally ankles.

At each step in the game, as he feels secure in his straight arm position, encourage him to walk forward on his hands by placing an intriguing object in front of him.

ACTIVITY 55.

Exercise #3

("AIRPLANE")

The third activity is the "Airplane". Sit in front of baby with your knees drawn up. Position him standing against your forelegs. Let him grasp your thumbs.

Prepared by:
Margaret S. Young
Developmental Specialist

Close your hands over his and extend his arms out to the sides. Lift him a few inches off the floor by lifting your feet. Progress to rocking full back as you lift him on your lower legs, allowing him to tense as though he is helping with the lift. An exhuberant, "Whee, Up goes the airplane!" might add to the fun.

Always return to sit with his feet touching the floor and bring his arms back to his chest before beginning the next lift.

ACTIVITY 56.
Exercise #4

In activity four, with baby on his back, grasp thighs from back and lift his fanny off the floor stretching legs up over his head. Go only as far as his flexibility will allow. The more you play the game the farther he will be able and willing to stretch his legs until you will be able to place his feet on the floor behind his head. Hold for about two seconds and return to the prone position. Repeat several times.

Baby's arms should, naturally, reach out to sides at shoulder level as his legs and fanny are raised. If not, perhaps a helper can move his arms out until he gets the "feel". Encourage him to rotate wrists to bring his palms against floor. This adds to his understanding of space and helps him to experience the feel of his relationship to the floor beneath him.

Prepared by:
Margaret G. Young
Developmental Specialist

MUSCLE STRENGTH

LEVEL I PART 3 Side 2

ACTIVITY 57.

Exercise #1

"UPSIDE DOWN"

With baby on his back, grasp him firmly at the ankles and lift slowly so that his body leaves the floor gradually (fanny, back, shoulders, head), saying as you lift, "Up goes the fanny. Up goes the back. Up go the shoulders. Way up to his head." Encourage him to reach for the floor with his hands. Lift him so that his head is just slightly off the floor but he can still touch the floor with his hands. You might lay a small bright-colored object just above his head as you begin this activity so that he will have something to reach to the floor for.

At first hold the upside down position only a second or two, then lower slowly and gently saying, "Down goes the head. Down go the shoulders. Down goes the back. Down goes the fanny. And all the way down." All of these things will help the baby relate to his surroundings.

Repeat only three times during each exercise session.

When baby is secure with himself in this upside down position, encourage him to arch his back by lifting him just a little past the object to be retrieved, so that he must pull him head back to locate the object and reach for it.

Prepared by:
Margaret E. Young
Developmental Specialist

ACTIVITY 58.
Exercise #2

"HANDSTAND TO SOMERSAULT"

This activity is begun with baby on his tummy. See that he keeps his arms on the floor to the sides of his head and head on the floor. Help him crawl up to knees and later to feet by giving him a boost on his fanny.

For HANDSTAND, Lift at hips so he is standing on head and hands.

To progress to SOMERSAULT see that his back is rounded as he crawls up to knees, then feet. Give him a lift at the hips and on over in a complete somersault exclaiming, "Over we go!" and reinforcing with praise, applause, or a taste treat. This will become a great fun game, for it always wins applause from an appreciative audience and probably will become one of his first solo stunts.

ACTIVITY 59.
Exercise #3

"LADDER CRAWL"

Lay a ladder (round rungs) flat on the floor. Place baby at one end. From the opposite end coax him to creep toward you over the rungs. You might use a favorite toy or musical instrument, or just call reinforcing, encouraging invitations to him.

If he becomes frustrated or has great difficulty, discontinue the activity until a later time.

When he is doing well with the ladder flat on the floor, raise it an inch or two. As he grows increasingly successful the ladder may be raised so the tops of the rungs are as much as six inches from the floor. Keep the length of the ladder level.

The ladder will be used later in walking exercises.

Prepared by:
Margaret G. Young
Developmental Specialist

ACTIVITY 60.
Exercise #4

"IN AND OUT OF BOX"

Using a heavy cardboard box, not large enough to crawl about in, place baby in sitting position inside and put a favorite toy or something new and inviting in front of him and outside the box.

Hold the edge of the box to keep it from tipping and coax baby to crawl over the side and out.

If he is unwilling to be placed inside the box at first, use one large box in which you can place some favorite object out of his reach and coax him to get the object by crawling in over the side.

You may find that once inside the box he is quite willing to stay for sometime, and he may wish to experiment with "In" and "Out" by having several objects he can drop over the side of the box.

Whether it is object or baby, try to reward each "In" and "Out" with a happy exclamation of praise for success.

Prepared by:
Margaret S. Young
Developmental Specialist

ACTIVITY 61.
Initiation of Perceptual-Motor Activity

CASSETTE SCRIPT

Side I

Motor Activity :"Cubes and Can"

Now that the child is responding to your requests to put the colored cubes into the bowl or can and to take them out, let's change the game a bit to give him a new interest.

Do not force attending to the activity. Stop as soon as he shows lack of interest or frustration and offer it again after a time.

A:

Place the bowl or can in front of the child and a number of the cubes a little way to one side of it. Ask him to, "Put the cubes in the can." If he does not pick up a cube after a second or third request, you pick up one and offer it to him, keeping your hand directly above the cubes.

Next try placing the cubes on the opposite side of the can.

With each successful game, move the cubes an inch or two farther from the can.

B:

Change the position of can and cubes by placing the cubes directly in front of the child and the can to one side and then the other.

* Please note on the record sheets with which hand the cubes are picked up most often - or whether he seems to have no preference at all for right or left hand.

C:

1). With the cubes in front of the child and the can slightly to his right, gently hold his right hand in his lap and see whether he will take a cube in his left hand and reach across to drop it into the can.

Prepared by:
Margaret G. Young
Developmental Specialist

ACTIVITY 62.

"LIFT AND BUMP"

INSTRUCTIONS:

This activity is intended to help your child strengthen the muscles in his arms and legs and to improve balance. It will also aid him in learning to listen and play the game with the music.

Have him sit on the floor with his legs straight in front of him. Be sure his heels are touching the floor. Have him lean back on his arms with his hands flat on the floor. Be sure his hands are in a comfortable position, a little back and to the side of his hips.

Give instructions for playing the game and demonstrate, asking the child to imitate each motion as you perform it.

ACTIVITY WITH CHILD: Use the cassette provided you, or any music with strong, slow 4/4 beat.

Let's play a fun game. Sit down on the floor--put your legs straight out in front of you with your toes pointing up. Lean back on your arms, with your hands on the floor.

Can you lift one of your legs off the floor--show me. Now let that one rest and show me how you can lift the other one. When the music says lift, lift up your foot off the floor. When it says rest, let it rest on the floor.

Song: Lift, lift, lift, lift, Lift, lift, lift, lift;
R - - -E- - -S- - -T- , R - - -E- - -S- - -T- .
Lift, lift, lift, lift, Lift, lift, lift, lift;
R - - -E- - -S- - -T- , R - - -E- - -S- - -T- .

(Repeat 4 times)

While you're on the floor, let's play the game of bumping your hips. Can you push with your arms to help bump on the floor? Try it. Remember

Prepared by:
Margaret E. Young
Developmental Specialist
and Karen R. Davis, RN

how you listened to the music to lift your legs. This time, listen carefully and bump just your hips. Are you ready? Let's go.

Song: Bump, bump, bump, bump, Bump, bump, bump, bump;
R - - -E - - -S- - -T-, R - - -E - - -S - - -T.
Bump, bump, bump, bump, Bump, bump, bump, bump;
R - - -E - - -S- - -T-, R - - -E - - -S - - -T.

(Repeat 4 times)

Prepared by:
Margaret G. Young
Developmental Specialist
and Karen R. Davis, RMT

RESPONSE FORM

Child: _____ Date of Entry: _____

Activity: _____ Reinforcement: _____

Lift:

Bump:

Home Trainer: _____

Number of trials		1		2		3		4		5	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1st day	Lift										
	Bump										
2nd day	Lift										
	Bump										
3rd day	Lift										
	Bump										
4th day	Lift										
	Bump										
5th day	Lift										
	Bump										
6th day	Lift										
	Bump										
7th day	Lift										
	Bump										

ACTIVITY 63

"Can You Touch the Color" (K.R. Davis)

For this activity you will need a colored object for whatever color is being taught. Place the colored object in front of your child and tell him, "This is red - can you touch red?" Sing the song doing the actions with the song.

Activity With Child:

We are going to play a color game. See if you can find the color and touch it with the song.

"Can You Touch The Color?"

Red is the color that I see right now,
Do you see it too?
Red is the color that I touch right now,
Can you touch it too?

Repeat the verse three times with each color.

Blue
Yellow
Green
Orange
Purple, etc.

ACTIVITY 64.

CROSS-LATERAL ACTIVITY WITH HANDS AND COLORING MATCHING

To provide opportunity to mirror cross-lateral movements of hands. Use also in eye-hand activities.

MATERIALS: "Match'ems" manufactured by Lapin Products, distributed by Lakeshore Equipment Company,
1144 Montague Avenue
San Leandro, Calif. 94577

PROCEDURE:

Place the child across the table from you and facing you.

At first use only the red and the blue cubes and balls. Remove balls from cubes and keep in the box in front of you. Pick up one red cube with your right hand and, as you say, "I'll put this red cube here," place it on the table a little way out to his right.

Pick up the other red cube with your left hand, say, "I'll put this red cube here," and place it a little way out to his left.

Place one red ball in his right hand. With your left hand point to the cube to his left and say, "Put that red ball here."

Place the other red ball in his left hand. With your right hand point to the cube to his right and say, "Put that red ball here."

Leave the two red cubes and balls on the table as you carry out the same activity with the blue cubes and balls.

- -

When the child is familiar with crossing his arms from left to right and from right to left to put the balls into the cubes, carry out the exercise placing both a blue and a red cube on the table at each side.

See that the blue ball goes to the blue cube and the red ball to the red cube each time even if you have to guide his hand to help him.

When the child is carrying out the activity with red and blue successfully, add the yellow cubes and balls. When he is really comfortable with the three colors, add the green ones.

Prepared by:
Margaret G. Young
Developmental Specialist

NUMBER SONGS

The following may be used when teaching the child numbers or to count. Each activity will include instructions for both the parent and child.

ACTIVITY 65

"Ten Little Indians" (Traditional)

Instructions:

A familiar song that children enjoy singing is "Ten Little Indians." It will be easier for the child if he has something to count such as pictures or toy Indians. You could have the child hold up one finger at a time as he counts, or to point to successive fingers, although this is a difficult task for some young children. Begin by helping the child to point to the objects as the song counts and after mastering this skill, he can count with the song. At other times through the day, use some other objects such as pencils or blocks and sing the song, "Ten Little Blocks."

Activity With Child:

We are going to count from 1 to 10. We'll be counting about Indians. Let's pretend that each finger is an Indian. (Demonstrate pointing to fingers of one hand then the other: or extend one finger at a time.)

"Ten Little Indians"

One little, two little, three little Indians,
Four little, five little, six little Indians,
Seven little, eight little, nine little Indians,
Ten little Indians there.

(REPEAT 3 times)

ACTIVITY 66

"Johnny Works With One Hammer"

Instructions:

The following song is one which requires movements to the words. The child should be sitting in a small chair or on a stool where his feet can reach the floor. It is called "Johnny Works With One Hammer". When singing the song, Johnny begins by working with one hammer. The hammer is the child's fist which he pounds lightly on his knee as if hammering. When he "works with two hammers", he uses both fists. The first few times this song is sung only work with two hammers. Eventually, the child can work with three and four by tapping his feet separately and five by nodding the head. On the last verse to be done, whether two or five, the words say "Then he goes to sleep". The motion is made with hands beside the head as if going to sleep. Once the song and motions have been learned, the child's name may be substituted for Johnny.

Activity With Child:

Make your hand into a fist. That is to be your hammer. Show me one Fist. Now two. Let's work our hammers in the song.

"Johnny Works With One Hammer"

Johnny works with one hammer, one hammer, one hammer,
Johnny works with one hammer, Now he works with two.
(Or) Now he goes to sleep.

ACTIVITY 67

"Here Is The Beehive"

Instructions:

In this activity, the child will count to five. The jingle tells of bees in a hive. Help the child to make a fist with the thumb enclosed for a hive. Hidden inside are the bees. The bees come out one by one as the number names are spoken in the last line. Very slowly, beginning with the thumb, the fingers come out of the hive one by one, and all fly away. Your child will enjoy letting the bees fly away by buzzing and waving his hands in the air.

Activity With Child:

Have you ever seen a beehive? Let's make one with our fist. Inside are five bees. When they fly out we will count them.

"Here Is The Beehive"

Here is the beehive, where are the bees?
Hidden away where nobody sees.
Watch and you'll see them come out of the hive,
One, two, three, four, five.

NOTE:

"The Number March" by Hap Palmer is another excellent song for teaching numbers. This song can be found on the record "Learning Basic Skills Through Music - Vol. I and can be purchased from Educational Activities, Inc.

Adapted From: MUSIC THERAPY CURRICULUM
Prepared By: Karen R. Davis, RMT

ACTIVITY 68

"One, Two, Buckle My Shoe"

Instructions:

This familiar rhyme can be done with your child several times through the day. You may sing it or simply say it. Have the child count on his fingers, or put blocks in front of him to count. A fun variation would be to use bells, and let the child play as he counts.

Say to the child,

"We are going to count with the music. Let's listen one time."

"One, Two Buckle My Shoe"

One, two, buckle my show, three, four, shut the door;
Five, six, pick up sticks, seven, eight, lay them straight.

(REPEAT 2 times)

ACTIVITY 69

"One Potato, Two Potatoes" (Traditional)

Instructions:

A familiar rhyme which you might already know is "One potato, Two potatoes". You can use it just for counting as is, or change the "potatoes" to blocks, pencils or toys. It is easier for the child to count when he has an object to count. Try to make the game fun and reinforce your child for his efforts.

Say to the child,

Let's play a game that counts to seven. Listen carefully and count with the music.

"One Potato, Two Potatoes"

One potato, two potatoes, three potatoes, four;
Five potatoes, six potatoes, seven potatoes, more.

ACTIVITY 70

"One, Two, What Shall I Do?" Music Activities For Retarded Children, p. 88

Instructions:

The following song helps in the teaching of numbers and also gives the child an opportunity to imitate actions done by the parent. The song will be recorded with both the parent's and child's voices to make it easier for the child. Listen carefully to the words the first time so you will be familiar with the song and can make it as much fun as possible for the child.

Say To The Child,

"We are going to count to ten with the music. Listen to the song as you hear where you will count and to what fun you can have with the song."

"One, Two, What Shall I Do?"

(T means Teacher) (C means Child)

Teacher: One, two, Child: One, two, T. What shall I do C. What Shall I do.

T. Three, four, C. Three, four, T. Tap on the floor. C. Tap on the floor.

T. Five, six, C. Five, six, T. Play on the sticks, C. Play on the sticks.

T. Seven, eight, C. Seven, eight, T. Hold them out straight, C. Hold them out straight.

T. Nine, ten, C. Nine, ten, T. Play them again! C. Play them again.

Adapted From: MUSIC THERAPY CURRICULUM
Prepared By: Karen R. Davis, RMT

ACTIVITY 71

"The Drum Song" Music Activity For Retarded Children, p. 26.

Instructions:

The following song will be used with pictures or items that the child can count. Help him to point as he counts to ten. One instrument such as the drum could be used for reinforcement.

"The Drum Song"

There was one, there were two, there were three little drums
There were four, there were five, there were six, little drums,
There were seven, there were eight, there were nine, little drums,
Ten little drums in the band.

"WHAT'S YOUR NAME?"

This game is designed to aid in teaching the child to say his name. Even though it is necessary to practice the saying of the child's name several times throughout the day, these activities are a fun way to practice these skills in a song.

Activity 72.

"What's Your Name"

Instructions

The following activity is fun to do with a large group or just a few. You will need the instrument given to you and be sure everyone is in a good mood, ready to have fun with the song.

Activity with child:

On this activity we will be listening to music and passing an instrument around from person to person. Let's sit in a circle and take turns shaking the instrument. When the music stops, a voice will ask, "What's Your Name?". The person holding the instrument when the music stops will give his name in the sentence, "My name is _____", and say your name. Once again now, on this activity, we will listen to the music and pass an instrument around from person to person. Sit in a circle and take turns shaking the instrument. When the music stops, a voice will ask, "What's your name?". The person holding the instrument says, "My name is _____" and say your name. Ready to begin -- Let's go !!

"Amaryllis" By: Henri Ghys

Now let's pass the instrument to another song. Remember to say your name when the question is asked. "What's your name?". Ready to begin -- let's go !!

Ring Around the Rosy" From: Scenas Infantis By: Octavio Pinto

Activity 73.

"Tell us what's your name"

Instructions to Parents:

The following gameis best when used with a group, whether large or small. If there are enough people, have two stand together holding hands. During the music they raise them to make an arch. If there aren't enough people, use two chairs or any other ideas that will seem like an arch or bridge.

Prepared by:
Karen R. Davis
Music Therapist

Music may be played as the words are chanted and everyone walks through the arch. At the end of the words, the ones holding their arms up, drop them around the person under the arch. This person is asked to say his name. This can be done many times - as long as everyone is enjoying the game.

Say to the child, "In this game, we will all be walking under an arch. Let's walk round and round all the time we are singing the words of the song. The person under the arch at the end of the verse must say his name. Are we all ready?"

Song or Spoken Chant:

Here we go walking round and round,
Round and round, round and round,
Now will you tell us what's your name?
What is your name?

UP AND DOWN

The following is for use when teaching up and down. Each activity will include instructions for the parent as well as an introduction for the child. Other explanations may be found in the music therapy curriculum.

Activity 74.

"Up and Down" (Davis)

Instructions

In the following activity, you will be teaching up and down by helping your child to move up or down. You can do this many times throughout the day by saying or singing "Up" and having the child move up or hold his hands "Up". After he has learned to do this activity, it would be helpful to continue this activity as a warm-up exercise before doing other "Up and Down" games. Try to make it fun for the child as he learns.

Activity with child:

Can you reach "Up"? Let's try - - stand up and reach "Up" as if reaching for the sky. That's it - - up, up, up. Now let's go "down." Bend "down" - - all the way as if to touch the floor. Very good - - let's see if you can listen and go up and down with the music.

Up (Sing "UP" with each ascending tone of the scale,
Down and "DOWN" with each descending tone.)

(alternate several times always using the high tone for "up" and the low tone for "down").

Prepared by:
Karen R. Davis
Music Therapist

ACTIVITY 75.

"I Am Going Up, I Am Coming Down"
"_____is going up, _____is coming down"

The following is more of a chant which you should learn to say with your child many times through the day. The first time do it using "I am going up, and I am coming down." Then substitute a name into the chant. It is fun for the child to hear his own name and to make the motions. Here, the name, Johnny, will be used, however, you should learn the chant so that you can always use the child's own name.

Chant: I Am Going Up, I Am Coming Down,
I Am Going Up, I Am Coming Down,
I Am Going Up, I Am Coming Down,

Say, "Now let's try it with your name and see if you can go UP and Down with the words.

Johnny is going up, Johnny is going down,
Johnny is going up, Johnny is going down,
Johnny is going up, Johnny is going down.

ACTIVITY 76.

"I Am Going Up, Up, Up, Up"

INSTRUCTIONS: Begin by having the child stand up and bend down with hands to the floor. Make this as much fun as possible. Say, "Let me see you bend down and touch the floor. Now, stand up and stretch your hands way up. Let's begin with your hands way down. Listen and do just what the words say."

I am going up, up, up, up. (Ascending scale)
Now I'm going down, down, down, down. (Descending scale)

"That was fine. Let's do it some more times."

ACTIVITY 77.

USE: "Step Bells"

This game is the same as "I Am Going Up, Up, Up, Up." Now we have added bells so that it will be more appealing. At first, YOU play the bells up and down saying, "Up, up, up" with each ascending step, and "Down, down, down, down" with each descending step. Let the child try the same, and encourage him to say, "UP" and "DOWN" as he plays ascending and descending steps.

Say to the child, "Try playing the step-bells again. Wasn't that fun? They go up and down like steps. Let's see if you can sing up when the bells go up, and down when they go down."

(Repeat the song with the bells)

"Wasn't that fun? You are going up and down just like the bells. Let's go up and down again. Be sure to listen to the words and the bells."

"Let's try it one more time."

ACTIVITY 78.

"RING AROUND THE ROSEY"

A favorite game of children is "Ring Around the Rosey." This game may be used to teach up and down. Do the usual motions in a circle following the words of the song being sure to emphasize the UP and DOWN.

Say to the child, "Let's stand in a circle and hold hands. Go around with the song and then raise your hands and bend all the way down. Listen to the words."

SING: Ring around the rosey,
Pocketful of posies,
Up, up, up!
And down. (Repeat song three times)

Adapted From: MUSIC THERAPY CURRICULUM
Prepared by: Karen R. Davis, RMT

ACTIVITY 79.

"WALKING ON YOUR TIPTOES"
(Child should be capable of walking on tiptoe for this activity. If he is not doing so at this time, initiate the action with him.)

Instructions:

This game emphasizes the up and down movement, with other motions included. The words suggest walking on tiptoe, which could be in a circle or all around the room. The important thing is to be sure he stretches way up on the word "UP" and bends low on "DOWN". Make it a real fun activity.

Say to the child, "We're going to walk around the room on tiptoe. Like this. When the words say "UP," stretch up high, and when the words say "DOWN", bend down low. Listen carefully. LET'S GO!"

"Walking on your tiptoes, tiptoes, tiptoes;
Walking on your tiptoes, All around the room.
UP and DOWN, and UP and DOWN;
Walking on your tiptoes, tiptoes, tiptoes;
Walking on your tiptoes, All around the room."

Repeat 2 times, and several times throughout the day.

Adapted From: MUSIC THERAPY CURRICULUM
Prepared by: Karen R. Davis, RMT

ACTIVITY 80.

"THE MERRY GO-ROUND"

Instructions:

This song about the merry-go-round can be chanted in rhythm rather than sung. It provides the child with the opportunity to go up and down as well as turning with the merry-go-round. Listen to the words and do the motions suggested. Be sure the child goes up and down appropriately. Have LOTS OF FUN with this game.

Say to the child, "Have you seen a merry-go-round? There are horses on the merry-go-round that go up and down, while the merry-go-round goes round and round. Let's go up and down like the horses on the merry-go-round. You try it, too. GOOD! Now, listen to the words."

My little horse on the merry-go-round,
Likes to go up, and he likes to go down.
Oh, what fun to go up and down,
On the merry, merry-go-round.
Oh, what fun to go up and down,
On the merry, merry-go-round.

FAST AND SLOW

The following may be used when teaching fast and slow. The first experiences will be for fast and slow movement, then to responses to fast and slow and finally recognition of fast and slow.

Activity 81

Instructions

Play a little game with your child in which you walk like animals. Let's use an elephant, although you might select any one. If the animal might be strange to the child begin by looking at pictures of the animal you will represent. Ask your child if he can walk like an elephant--- sometimes they walk very slow. Be sure you over-emphasize the slow. Then make a story or a game that perhaps the animals must run away and when they do they run very fast. Help your child to run fast like the elephants. Children will enjoy this if it is story-like and if you enjoy it too. Always help your youngster until he is able to move slow or fast by himself.

Alternating slow and fast music -

(3 times each)

Activity 82

This activity is a continuation of an earlier one in which the child moves fast or slow. During the following songs, help your child respond either fast or slow according to the music. So that it will be more fun for the child, responses will be varied. You may use any of the following

Prepared by:
Karen R. Davis
Music Therapist

as you make the game as much fun as possible:

a. walking
b. clapping
c. swaying
d. tapping
e. tiptoe-skipping

Another way which youngsters will enjoy most of all is the playing of rhythm instruments. This is an excellent way for the child to respond fast or slow but caution must be taken to be sure the child listens carefully and responds appropriately.

Use only one speed, "Fast" or "Slow" at a time until the child can respond appropriately.

Activity 83

Instructions

In the previous activities for fast and slow, the youngster was always told if the action would be fast or slow. In the following examples, the music will be played without the explanations. This activity should be used in three ways:

1) To have the child respond through movement, such as playing an instrument or clapping, to the music without being told whether it is fast or slow.
2) To have the child respond verbally--that is, to tell you if the music he hears is fast or slow.
3) To both respond to the music through movement and to tell whether he hears fast or slow music.

You should continue to make this a fun game and to help the child as much as is needed until he is able to respond alone.

Play music, or clap, in the following order:

Slow, fast, slow, slow, fast, fast, slow, fast, fast, slow.

Prepared by:
Karen P. Davis
Music Therapist

Activity 84

"Fun With Hands"

Instructions

A fun game to do with your child requires that he use his hands fast or slow. One verse says to "roll your hands," others to clap and shake them or you may think of others to add after you have learned these. Begin by telling your child to "roll his hands very slow"---then fast. Always help the youngster as he makes the motions and be sure you can see a difference between the fast and slow.

Activity with Child:

Let's play a fun game about our hands. They can move fast or slow. Let's see you clap your hands very slow---now very fast. Listen to the words and move your hands.

Fun With Hands:

Roll, roll, roll your hands, Slow as can be,
Roll, roll, roll your hands, Roll so slow with me.
Roll, roll, roll your hands, Fast as can be,
Roll, roll, roll you hands, Roll so fast with me.

1. Roll your hands
2. Clap your hands
3. Shake your hands

Activity 85

"This Train Is A-Coming" (Traditional)

Instructions to Parents:

Children always enjoy trains and the sounds of trains. In this activity your child pretends he is a train that creeps slowly or runs so fast down the track. Be sure to talk about trains, perhaps using pictures to show

Prepared by:
Karen R. Davis
Music Therapist

them moving. Always enjoy the game with your child as you help him to move fast with the fast music and slow with the slow music.

Activity With Child:

Have you ever seen a train? There are all kinds of trains--some fast, some slow. Our train goes fast but it goes slow too. Could you be our train? We're going to hear a song about a train and you are going to be that train. Listen and be a fast train or a slow train with the music.

"This Train Is A-Coming"

1. This train goes slow; Oh, yes.
   This train goes slow; Oh, yes.
   This train goes slow,
   This train goes slow,
   This train goes slow; Oh, yes.

2. This train goes fast; Oh, yes.
   This train goes fast; Oh, yes.
   This train goes fast,
   This train goes fast,
   This train goes fast; Oh, yes.

(REPEAT 2 times)

The following may be used when teaching in and out. Each activity will include instructions for the parent as well as an introduction for the child.

Activity 86

"Go In and Out The Circle" (Traditional)

Instructions

The following activity would be best if used with a group rather than just parent and child. However, if this isn't possible, chairs might be grouped into a circle. Everyone joins hands in a circle, raising their hands enough for the child to weave in and out of the circle using the space between the people. The song will be sung very slowly, so the child will go in the circle on the word "in" and out on the word "out". Before singing the song, the parent should have the child stand inside the circle, explaining "This is in." Have the child move in the circle and out of the circle on command. If the child is unable to do this alone, move him in and out of the circle. If other children are playing or singing, they should be given a chance to go in and out, too. Sing the song several times to give everyone a chance.

Activity with Child:

We are playing a game in a circle. You are going to go "in" the circle or "out" of the circle. Let's go "in" - good, "in" the circle. Now let's go "out" - good, out of the circle. Listen to the words and go in or out.

Prepared by:
Karen R. Davis
Music Therapist

Go In And Out The Circle:

Go in and out the circle;

Go in and out the circle;

Go in and out the circle;

As we have done before.

(repeat 3 times)

Activity 87

"Go In And Out The Windows" (Traditional)

Instructions:

An activity using the melody of "Go In and Out the Window", makes use of a large box with holes cut in the sides like windows to allow the child to crawl in and out of the box. With the words in the song, the child then crawls into the box on command or crawls out of the box on command, going in and out of the window. The parent makes this as much fun and like a game as possible, but making sure the child always responds correctly to the words.

The parent should begin by helping the child crawl into the box saying "Johnny is crawling in", or "Go in the box (window)". Once inside, the parent explains, "Johnny is in the box", or "This is in". The parent then helps the child crawl out of the box, explaining, "Johnny is crawling out", or "Come out the window". Then, sing the song, letting the child crawl in and out the windows.

* Go In and Out the Window. (Traditional)

Go In and Out the Window:

Go in and out the window;

Go in and out the window,

Go in and out the window,

As we have done before.

(repeat 3 times)

Prepared by:
Karen R. Davis
Music Therapist

Adapted From: MUSIC THERAPY CURRICULUM
Prepared By: Karen R. Davis, RMT

ACTIVITY 88

"Hokey Pokey" (Variation)

Instructions:

In this game, we will use the song "Hokey Pokey". You will need a pail or bucket and a few small items that can be put "in". With the song, the child will take the object such as a ball and put it "in" the bucket or take it "out" of the bucket. The other motions of the song will be done with the music. Be sure to always show the child "in" and "out" before beginning the game.

"Hokey Pokey"

You put the ball in,
Take the ball out,
Put the ball in,
And roll it all about.
Do the hokey pokey,
And turn yourself around.
That's what it's all about.

HIGH AND LOW

The following may be used when teaching HIGH and LOW.

ACTIVITY 89.

Instructions:

This activity may be used several times through the day. The child must first be aware of HIGH and LOW in relation to himself before applying these words and actions to other objects. Throughout the day, say or sing "HIGH" and have the child move himself, hands, feet or some part of himself high. Then, do the same with "LOW". Be sure you can see a difference between his high and low movements. Compliment him warmly when he makes a good demonstration. Be sure to pitch your voice high to sing or say, "HIGH", and use a low pitch with the word "LOW".

Say to the child, "Can you reach HIGH? Let's try —. Reach HIGH as if reaching for the sky. That's it — high. Now let's go LOW, VERY LOW. Now, listen and do just what you hear the words ask you to do."

(Alternate several times - - HIGH - - and - - LOW)

ACTIVITY 90.

Say to the child:

In this game we will reach "high" and bend "low" again. At the very end we will also turn around and "bow" - - like this." (Demonstrate) Show me how you can bow. Good! Now, listen and move with the words.

High, low, High, low, now we turn around;
High, low, High, low, now we make a bow.
(repeat at least 2 times)

Adapted From: MUSIC THERAPY CURRICULUM
Prepared by Karen R. Davis, RMT

ACTIVITY 91.

"Roll Your Hands, Over and Over"

Read the instructions for Activity 89.

Say to the child, "Roll your hands over and over like this. (Demonstrate) Now raise them high like this. (Demonstrate) Now, roll your hands over and over while you raise them high - like this. Now, roll them over and over while you go lower and lower - - way down like this. GOOD! Now we are ready to play the game."

Roll your hands over and over, Higher and Higher we go;
Over and over and over we go, Roll your hands over and over.
Roll your hands over and over, Lower and lower we go;
Over and over and over we go, Roll your hands over and over.

(Repeat two more times)

ACTIVITY 92.

Resonator bell activity

Instructions:

The following activity will require the child to be able to hear the "HIGH" sound or the "LOW" sound. Use a sound-producing instrument such as the bells or xylophone, and place it in front of the child so he can see what you are playing. Play the high bell. Say, "High" or sing "High" on the same pitch as the bell. Have the child reach high and say, "High." Then play the low bell, say or sing "Low" and have the child say, "Low" as he reaches low. Once the child has an understanding of high and low, have him demonstrate with his hands and say the appropriate word. Whenever he responds correctly, reinforce immediately with social praises or some other reinforcement.

Adapted From: MUSIC THERAPY CURRICULUM
Prepared by: Karen R. Davis, RMT

ACTIVITY 93.

As an extention of Activity 92, to be used with a more advanced child, try the following: Using the step bells, show the youngster high and low. Be sure to use the highest tone and the lowest tone. Help him to correctly play high and low several times. After this has been done, tell the youngster to play high or low, and let him do so alone. Do this several times. If the child doesn't respond correctly, be sure to help and always reinforce appropriately.

Adapted From: MUSIC THERAPY CURRICULUM
Prepared by: Karen R. Davis, RMT

OVER AND UNDER

ACTIVITY 94.

Use the following activity when teaching "OVER AND UNDER". Around and through may also be included.

Instructions: Use Traditional melody "Pawpaw Patch"

This can be a real fun game for the child if you help to make it so. The first part of the song sings the question, "Where, oh, where is pretty little (child's name)." Sing the child's name into the song. The 2nd verse answers with, "He is going over (or under or around) the stick or chair," etc. It is very important that you begin by showing the child over and under and around, and let him go over and under and around before beginning the song.

Say to the child, "Listen carefully to the words. First we will look for you as you hide. Be sure you are close by."

Where, oh, where is pretty little _____?
Where, oh, where is pretty little _____?
Where, oh, where is pretty little _____?
Where is he hiding now?

He is going over the _____.
He is going over the _____.
He is going over the _____.
He is over (under, around) now.

Repeat each action (over, under, around) three times before going to another action.

BIG - LITTLE

These activities can be used when teaching BIG and LITTLE. They may involve the selection of a big or little object, or may instruct the child to move himself or part of himself with big motions or little motions.

ACTIVITY 95

"Big And Little Instruments"

Instructions:

For this activity you will need two instruments of different sizes, one considerally larger than the other. The song will ask your child to play the big or little instrument. Be sure he makes the correct choice. This may be done in a group by taking turns or alone with the child. Always make it fun for him as you play.

Say to the child:

"We are going to play a tapping game where everyone gets a chance to tap on the instrument. Sit in a circle so we can take turns doing what the song says with the big and little instruments. Play the big instrument - like this - when the song says, "Big one plays," and the little instrument - like this - when the song says, "Little one plays." Ready to begin -- let's go!"

Words of song:

1. Big one plays,
   Big one plays,
   Big one plays,
   'til the music stops.
2. Little one plays,
   Little one plays,
   Little one plays,
   ' til the music stops.

Alternate (6 times)

ACTIVITY 96

"Big Steps And Little Steps"

Instructions:

In this activity, the child learns to feel the difference between big and little. He should learn to take "big" steps or "little" steps. Before beginning the game - chant, practice it with him once or twice, showing him a big or little step and having him follow you. Be sure he is having fun as he moves to the words. The words can be chanted in rhythm as effectively as if sung.

Say to the Child,

"Can you walk with little steps or big steps? In this game about big and little you will do what the music says. The music will tell you to walk with big steps or it will tell you to walk with little steps. Stand up where you have lots of room to walk around and get ready to walk with the words. Remember to walk with BIG steps when the words say BIG, and LITTLE steps when it says LITTLE.

"Big Steps And Little Steps"

Can you walk with little steps,
Little, little, little steps.
Can you walk with little steps,
Follow me.

Come walk with big steps,
Big, big, big steps
Come walk with big steps,
Follow me.

NOTE: Repeat each verse twice.

ACTIVITY 97

"Big Drum Speaks While Little Drum Listens"

Instructions:

In this activity, you will be teaching big and little through the use of drums, one larger than the other. It will give the opportunity to select an item of the correct size, as well as giving your child the reward of being able to play on or with that item. Be sure that he listens carefully to the words and selects the correct size.

Say to the child,

"Can you find the big drum? Good! How about the little drum? That's right! In this game only one drum plays at a time. The other drum will listen. Find the drum that is told to play. Be careful that you find the right drum. Let's listen and then play!"

Words:

Big drum speaks,
Big drum speaks,
Big drum speaks.

Little drum speaks,
Little drum speaks,
Little drum speaks. (Alternate 6 times)

The activity may be used to develop an understanding of the comparisons of "Big" and "Little" using any items available. Be sure there is a marked difference in size between "Big" and "Little" - Use unbreakable items - spoons - bowls - pans - lids - blocks - rattles.

Continue only as long as the child shows enthusiasm for the game.

Adapted From: MUSIC THERAPY CURRICULUM
Prepared By: Karen R. Davis, RMT

LOUD AND SOFT

The following may be used when teaching loud and soft. The first experiences will be for responses to loud and soft music and later recognition of loud and soft. Be alert to not confuse "Loud" and "Soft" with "Big" and "Little" - a very fine discrimination for youngsters.

ACTIVITY 98

Instructions:

Any recorded or instrumental music you can furnish may be used quite appropriately.

In this activity, the child will hear music that is loud or soft. During the songs, help him to respond either loudly or softly according to the music. So that it will be more fun for the child, responses may be vaired. Two that you might try are clapping or walking.

Another way which youngsters will enjoy most of all is the playing of rhythm instruments. This is an excellent way for the child to respond loudly or softly, but caution must be taken to be sure the child listens carefully and responds appropriately.

Play music in the following order: Loud, soft, soft, loud, loud, soft, loud, soft.

Adapted From: MUSIC THERAPY CURRICULUM
Prepared By: Karen R. Davis, RMT

ACTIVITY 99

Loud or soft sounds:

Instructions: A cassette may be furnished for this activity.

Children hear many sounds--some are loud, some are soft. It is important that your youngster begin to know if sounds are loud or soft. This activity will present several sounds. Before each example, the tape will tell you if the sound will be loud or soft. Always be sure your child is listening, and that he is also enjoying the game of sounds.

Drum -	loud, soft
Jingle bells -	soft, loud
Cymbal -	soft, loud
Woodblock -	loud, soft
Bell -	soft, loud

ACTIVITY 100

In earlier activities for loud and soft, the youngster was told if the music would be loud or soft. In the following examples, the music will be played without these explanations. This activity should be used in three ways:

1. To have the child respond through movement, such as playing an instrument or clapping, to the music.

2. To have the child respond verbally--that is, to tell you if the music he hears is loud or soft.

3. To both respond through movement and to tell whether he hears loud or soft music.

If the cassette is used, the music will be played in the following order:

Loud, soft, loud, loud, soft, soft, loud, soft, soft, loud.

Adapted From: MUSIC THERAPY CURRICULUM
Prepared By: Karen R. Davis, RMT

ACTIVITY 101

Instructions:

In this musical game, you will be helping your child to recognize loud or soft. The song itself explains exactly what to do, but it might be helpful to listen to the song yourself before singing it with the child. Be sure the youngster is watching you closely, as well as listening to the music.

"Listen and Clap Your Hands So Loud"

Listen and clap your hands so loud, . . . (music) . . . . . .,
Listen and clap your hands so soft, . . . (music) . . . . . .,
Listen and clap your hands so loud, . . . (music) . . . . . .,
Listen and clap your hands so soft, . . . (music) . . . . . .,
Clap some soft sounds, ... (music) . . . . . .,
Now clap sounds that are so loud, . . . (music) . . . . . .,
I can clap my hands, ... (music) . . . . . .,
I can clap my hands.

2. Stamp your feet

Adapted From: MUSIC THERAPY CURRICULUM
Prepared By: Karen R. Davis, RMT

ACTIVITY 102

Instructions - See Activity 101.

"Yes, I know how to clap my hands"

Yes, I know how to clap my hands,

Yes, I know how to clap my hands,

Clap them loud now, (music and clapping 8 beats)

Yes, I know how to clap my hands

Yes, I know how to clap my hands,

Clap them soft now, (music and clapping 8 beats)

Yes, I know how to stamp my feet,

Yes, I know how to stamp my feet,

Stamp them loud now, (music and clapping 8 beats)

Yes, I know how to stamp my feet,

Yes I know how to stamp my feet,

Stamp them soft now, (music and clapping 8 beats)

Yes, I know how to beat the drum,

Yes, I know how to beat the drum,

Beat it loud now, (music and clapping 8 beats)

Yes, I know how to beat the drum,

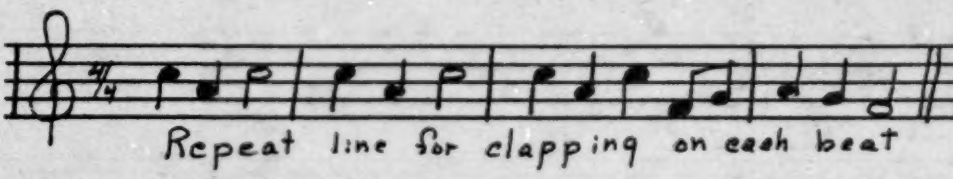
Yes, I know how to beat the drum,

Beat it soft now, (music and clapping 8 beats)

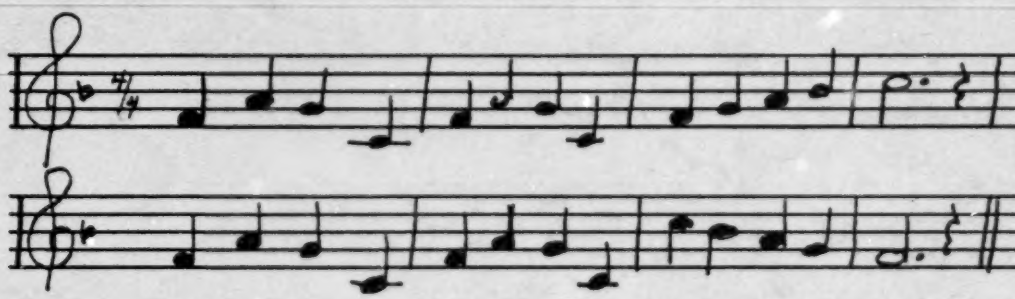
Yes, I know how to beat the drum!

Melody Lines of Original Melodies by Roy T. Scoggins, M.T, Karen R. Davis, M.T, and Margaret G. Young reproduced here with permission

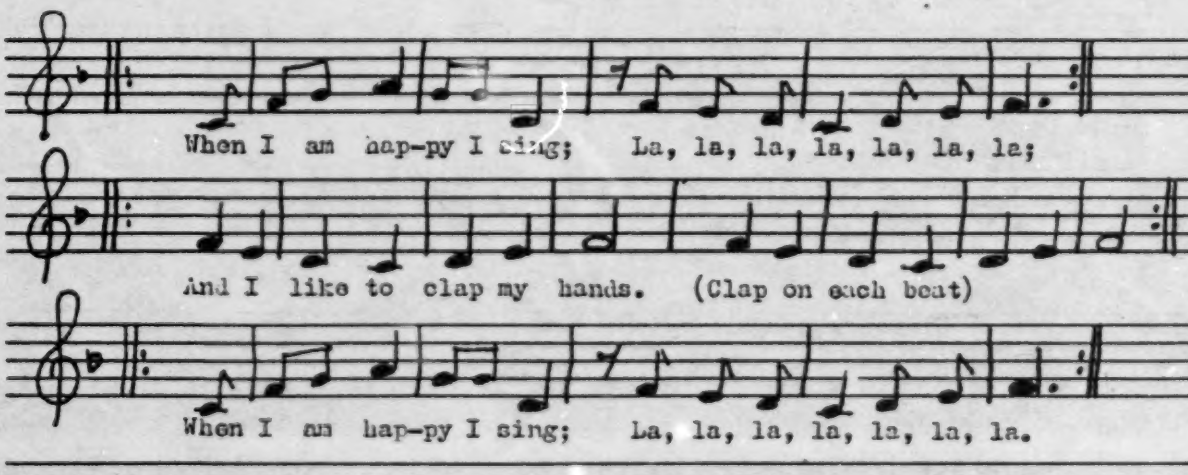
Activity 19 "Clap Your Hands 'Til the Music Stops" (Davis)
Activity 39: "Roll the Ball 'Til the Music Stops"
Activity 95: "Big Drum Plays 'Til the Music Stops"



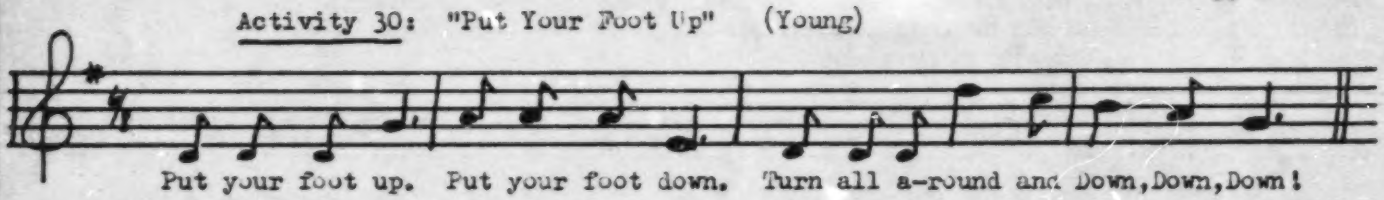
Activity 23: "Open , Shut Them" (Davis)



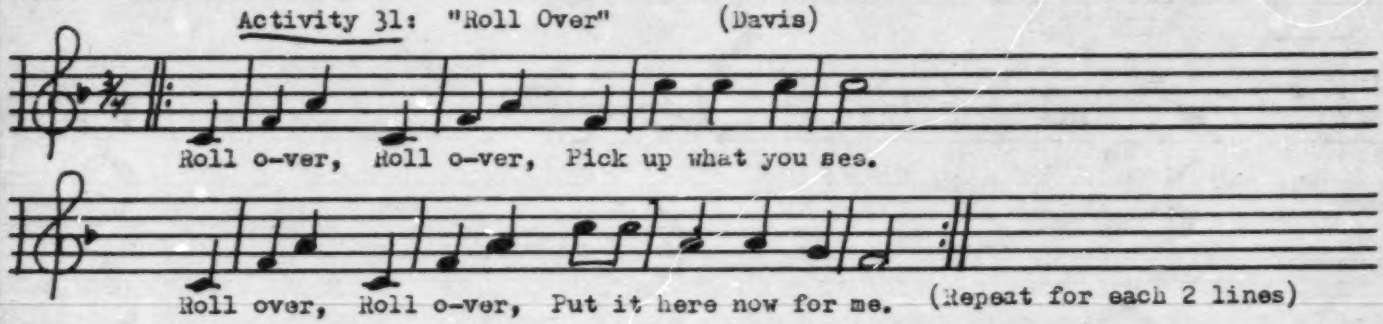
Avtivity 27: "When I Am Happy I Sing" (Scoggins)



Activity 30: "Put Your Foot Up" (Young)

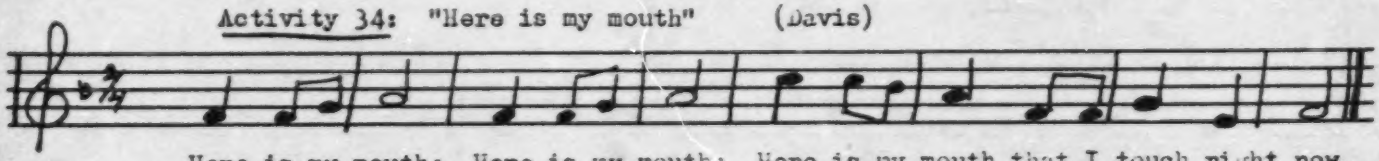


Activity 31: "Roll Over" (Davis)

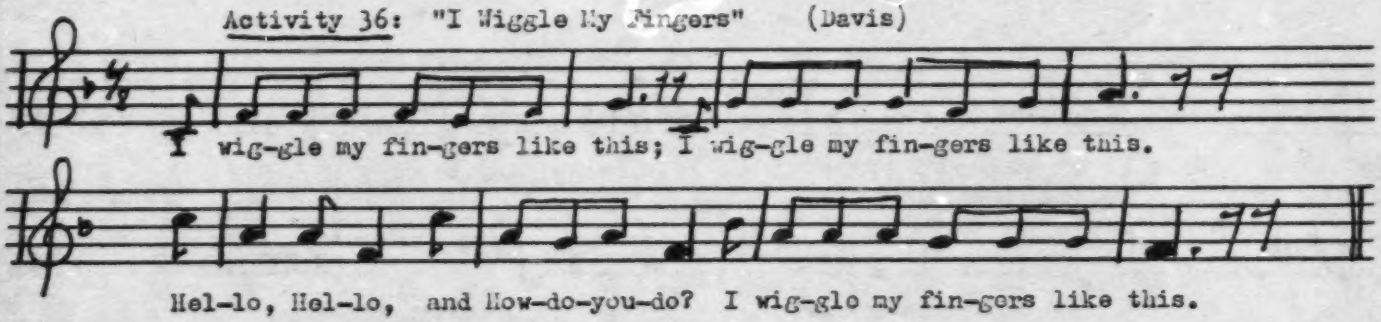


(Repeat for each 2 lines)

Activity 34: "Here is my mouth" (Davis)

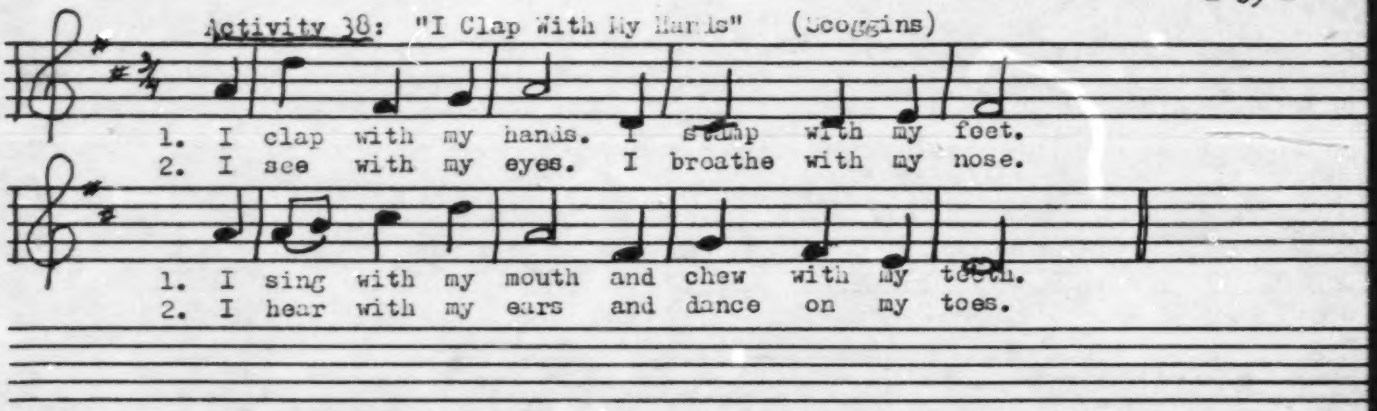


Activity 36: "I Wiggle My Fingers" (Davis)

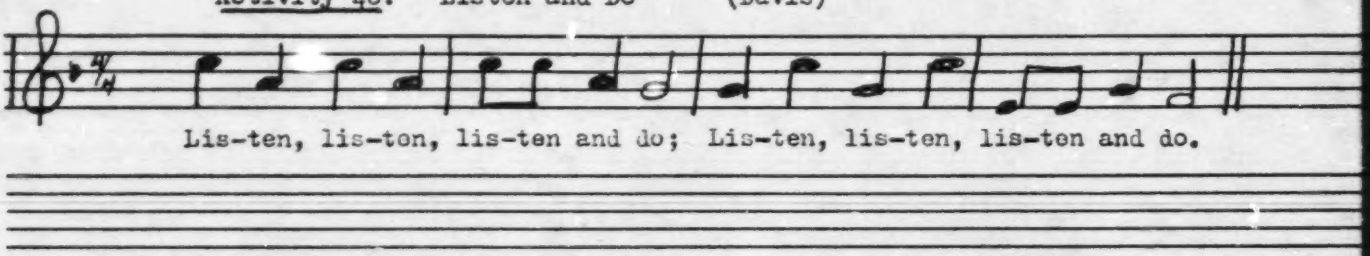


39422

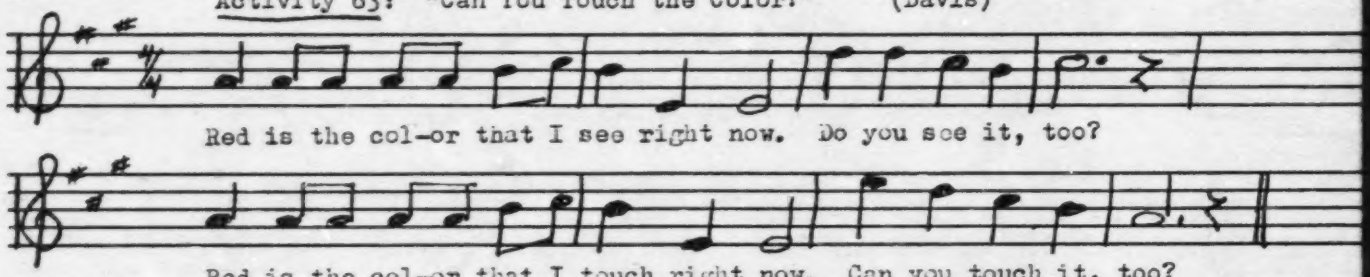
Activity 38: "I Clap With My Hands" (Scoggins)



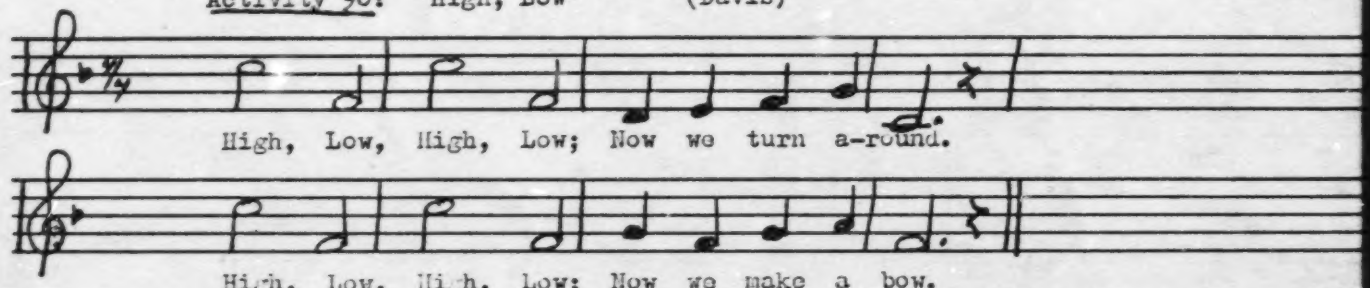
Activity 46: "Listen and Do" (Davis)



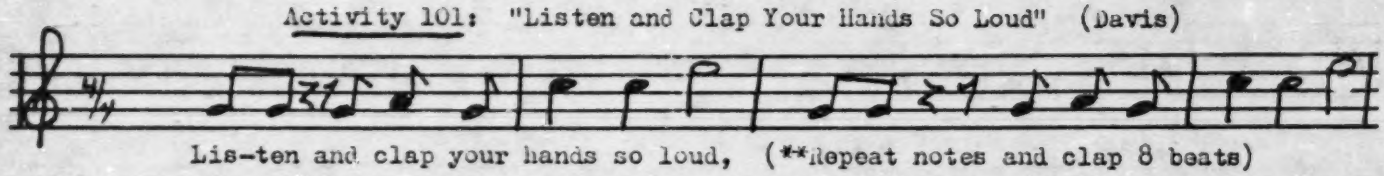
Activity 63: "Can You Touch the Color?" (Davis)



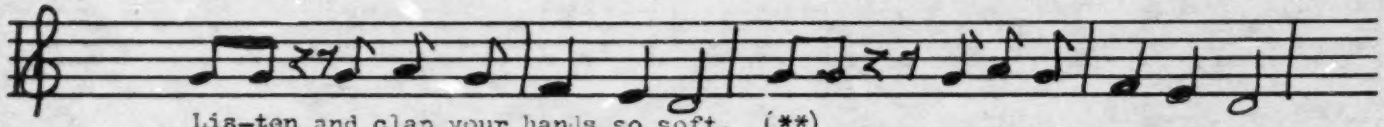
Activity 90: "High, Low" (Davis)



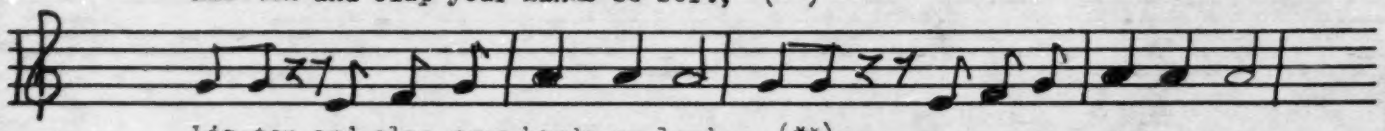
Activity 101: "Listen and Clap Your Hands So Loud" (Davis)



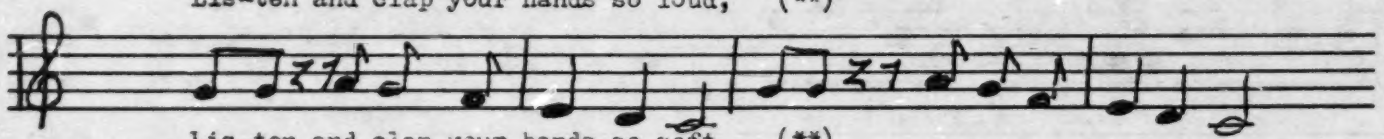
Lis-ten and clap your hands so loud, (**Repeat notes and clap 8 beats)



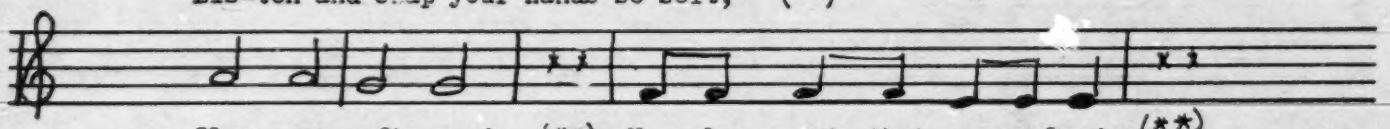
Lis-ten and clap your hands so soft, (**)



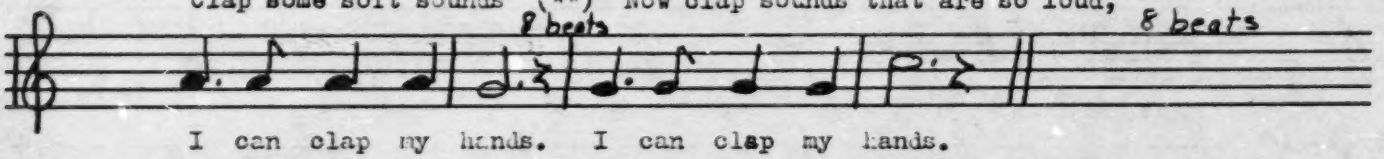
Lis-ten and clap your hands so loud, (**)



Lis-ten and clap your hands so soft, (**)

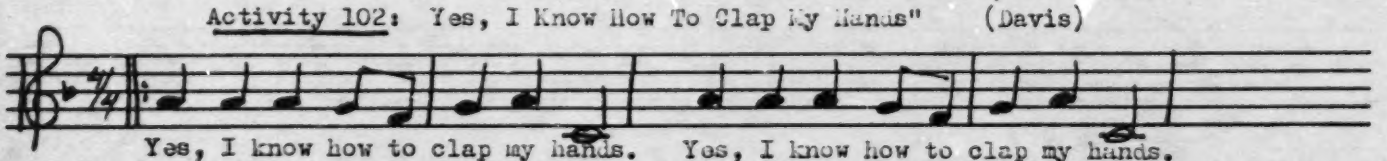


Clap some soft sounds (**) 8 beats Now clap sounds that are so loud, (**) 8 beats

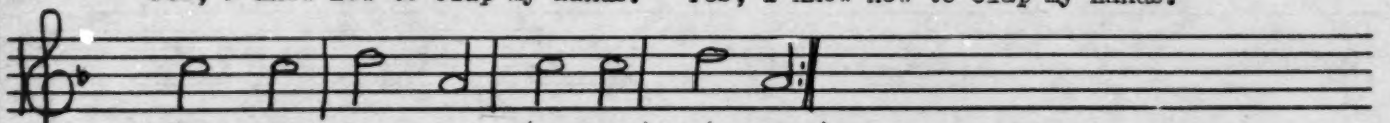


I can clap my hands. I can clap my hands.

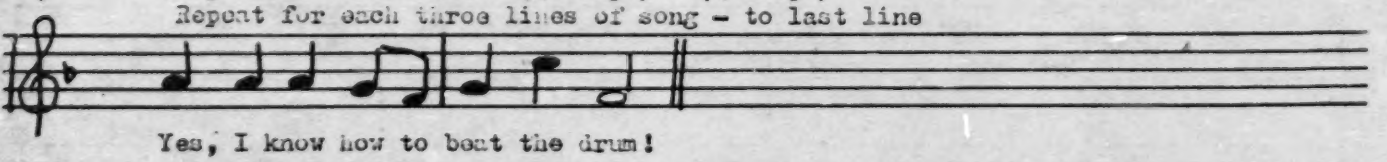
Activity 102: Yes, I Know How To Clap My Hands" (Davis)



Yes, I know how to clap my hands. Yes, I know how to clap my hands.



Clap them loud now (4 claps) (4 claps)
Repeat for each three lines of song - to last line



Yes, I know how to beat the drum!

EC 080 916

SKILLS ACHIEVEMENT PROFILE

(S A P)

for

TRAINING OF THE PRESCHOOL CHILD

Prepared by

MARGARET G. YOUNG

Developmental Education Specialist

Parent Tape Training Program for
Developmentally Delayed Children

1974

© Copyright

South Carolina Department of Mental Retardation
Coastal Center, Ladson, South Carolina 29456

Funded in Part by: United States Office of Education
Bureau of Education for the Handicapped
Project #OEG-0-71-4560(616)

INDEX

Section		Page
I	ATTENTION Focal, Selective, Attention Span IMITATION - IMAGINATION - DRAMATIC PLAY	1
II	SENSORY STIMULATION & INTERPRETATION Tactile, Auditory, Visual, Olfactory, Gustatory	7
III	ADAPTIVE BEHAVIOR	11
IV	GROSS MOTOR A. Reach-Contact, Grasp-Retain, Release-Propel B. Roll-Sit-Creep-Stand-Walk C. Self-Identification D. Body-Localization E. Body-Abstraction F. Muscular Strength	14
V	FINE MOTOR A. Finger Manipulations B. Visual-Motor Integration & Coordination C. Organization of Visual-Tactual-Kinesthetic Information	27
VI	PERCEPTUAL-MOTOR SKILLS LATERALITY - DIRECTIONALITY PROGRESSION OF VISUAL PERCEPTION ABILITIES A. Concrete Materials (Dimensional) B. Representational Materials (Pictures)	36
VII	CONCEPTUAL SKILLS	46
VIII	SOCIAL SKILLS Social Acceptance and Manners Self-Help Skills	50

INTRODUCTION

The Skills Achievement Profile (SAP) is designed as a sequential, behavior-oriented evaluation of the child's existing skills, as well as a guide in the development of an intervention program to help the child acquire requisite developmental skills.

The task-level profile provides guidance in sequencing the achievement of skills by a child toward the development of a behavior response pattern. An appropriate grouping of incremental skills is necessary to satisfy a Behavioral Objective as given in each section of the Developmental Curriculum.

If the child is demonstrating a skill at the time training is begun, a check mark is to be placed in the column immediately following the item statement of the skill. Space is also provided for entering the date on which training for a new skill is introduced, the date it is achieved, and for a brief comment on the response to training, or achievement.

Although each cluster Level (I - V), is in a way equated with a twleve-month chronological sequence of the child's life, the levels are to be used only as bench-marks and are not to be used as age-equivalent scores.

Level	I	0-12	months
Level	II	13-24	months
Level	III	25-36	months
Level	IV	37-48	months
Level	V	49-60	months

Each child's developmental profile is unique and variability in the sequence of skills achieved across levels is to be expected. Furthermore the profile will show alternating spurts of growth in the different areas of development.

The Skills Achievement Profile, is a check list of tasks correlated with the Developmental Curriculum, which is designed to be used in conjunction with the Language Developmental Curriculum and the program of Music Activities to Stimulate Responses Through Rhythm and Sound prepared by the Curriculum Staff of the Parent Tape Training Program.

SKILLS ACHIEVEMENT PROFILE CHART

NAME: _____ TEST DATE: _____

BIRTHDATE: _____ AGE IN MONTHS: _____

LEVEL	AGE IN MONTHS	ATTENTION	IMITATION TO DRAMATIC PLAY	SENSORY STIMULATION & RESPONSES	ADAPTIVE BEHAVIOR	GROSS MOTOR	FINE MOTOR	PERCEPTUAL MOTOR	CONCEPTUAL SKILLS	SOCIAL ACCEPTANCE AND MANNERS	SKILLS SELF-HELP
I	0-12	19	12	12	9	54	12	7	0	5	15
II	13-24	5		7	13	67	26	7	12	4	30
III	25-36	1	4	11	2	37	39	25	12	13	37
IV	37-48	0		1	1	25	51	63	8	10	16
V	49-60	0		0	0	10	11	17	2	4	12
TOTALS		25	16	31	25	193	139	119	34	36	110

* The grid shows the possible number of skills that can be achieved by level in each area covered in the developmental program.

* The Number of items a child can perform in each area, are recorded in the spaces.

237

SECTION I.

FOCAL ATTENTION

* * *

SELECTIVE ATTENTION

* * *

ATTENTION SPAN

IMITATION-IMAGINATION-DRAMATIC PLAY

ATTENTION A. FOCAL ATTENTION

SUPINE POSITION

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
I	1. Respond to sound (by increase in or cessation of motor activity)			
	2. Listen to locate sound			
	3. Visual fixation on person speaking directly in front			
	4. Visual fixation on object at midline, 12" from face			
	5. Follow voice, sound, and color object from midline to side			
	6. Follow slowly moving object with combined eye & head movement			
	7. Fixation on own hand, not holding object			
	8. Fixation on object held in own hand			
	9. Fixation on hands holding object brought together at midline			
	10. Watch as object is transferred from one hand to the other			
	11. Locate object at side to which he is attracted & follow movement across midline			
	12. Follow object in 180° arc, side to side			
	13. Follow object moved up over head in supine and in prone positions			
	14. Transfer visual fixation from one object to another			
	15. Transfer attention from one sound to another			

ATTENTION A. FOCAL ATTENTION

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
	SUPINE POSITION			
I	16. Show association of sound & object: i.e. look to telephone when hears the ring etc.			
	17. Attention is not diverted by intrusion of second stimulus			
	18. Look to intruding stimulus, but continue with first stimulus			
	19. Attention can be directed to object in near space			
	SITTING POSITION			
I	1. Respond to sound by increase in or cessation of motor activity			
	2. Listen to locate sound			
	3. Visual fixation on person speaking directly in front			
	4. Visual fixation on object at midline, 12" from face			
	5. Follow voice, sound, or color object from midline to side			
	6. Follow slowly moving object with combined eye & head movement			
	7. Fixation on own hand, not holding object			
	8. Fixation on object held in own hand			
	9. Fixation on hands holding object brought together at midline			

ATTENTION A. FOCAL ATTENTION

SITTING POSITION

SAP - 4 -

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
I	10. Watch as object is transferred from one hand to the other			
	11. Locate object at side to which he is attracted & follow movement across midline			
	12. Follow object in 180° arc, side to side			
	13. Raise head to follow object raised above head			
	14. Transfer visual fixation from one object to another			
	15. Transfer attention from one sound to another			
	16. Show association of sound & object: i.e. looks to telephone when hears the ring, etc.			
	17. Attention is not diverted by intrusion of second stimulus			
	18. Look to intruding stimulus, but continue with first stimulus			
	19. Attention can be directed to object in near space			
	ATTENTION B. SELECTIVE ATTENTION			
II	1. Attention can be drawn to one stimulus to exclusion of minor interceptors			
	2. Can indicate reception of one stimulus by appropriate sensory receptor when directed to do so "Look at the ball", "Listen to the band", "Pat the puppy", "Smell the flower", "Taste, good bite"			

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
II	1. Can occupy self for longer periods with intriguing object or activity			
	2. Move from one activity to the next as soon as original problem is solved			
	3. Remain with an activity re-solving same problem as though testing procedure, or intrigued with the success of problem solving			
III	4. Remain with an activity which cannot be immediately solved, but requires variation in approach to solution			
	IMITATION TO IMAGINATION AND DRAMATIC PLAY			
	IMITATION			
I & II	1. Head movements (side to side, up and down)			
	2. Simple arm movements			
	3. Simple movements with hands and fingers			
	4. Simple movements with legs and feet			
	5. Facial expressions as: a. smile b. wrinkled nose and sniffing or puffing c. puckered lips to blow or to kiss d. smacking lips e. tongue movements f. blinking eyes			
	6. Vocal sounds already in his repetoire			
	7. Peek-a-Boo			
	8. Pat-a-Cake			

IMITATION TO IMAGINATION AND DRAMATIC PLAY

Imitation

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
I - II	9. Simple vocal sounds not in his repetoire as: la-la-la, sh, etc.			
	10. Simple animal calls with which he is, or will soon become, familiar: bark of dog, moo of cow, meow of kitten, etc.			
	11. Crayon on paper: simple marking, horizontal and vertical strokes, scribbling, or circular strokes			
	12. Use of simple household items with which he is familiar as: pretends to drink from a cup, stir a bowl, etc.			
	IMAGINATION TO DRAMATIC PLAY			
III -IV & V	1. Imitate simple, everyday household activities using things he sees rather than remembers, as: sweeps with child size broom, helps set table, helps dry dishes, uses many child-size modls of adult tools.			
	2. Reproduce action with models absent (memory or imitative activities)			
	3. Demonstrate imagination in dramatic play with dolls, child-size models of all adult tools with which he is familiar.			
	4. Assign properties of an absent model to whatever materials are at hand: tricycle becomes a road grader or truck, stick becomes a hammer or parasol, sticks and blocks become kitchen utensils, etc.			

243

SECTION II.

SENSORY STIMULATION AND INTERPRETATION

A. TACTILE
B. AUDITORY
C. VISUAL
D. OLFACTORY
E. GUSTATORY

SENSORY STIMULATIONS AND INTERPRETATION

A. TACTILE

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
I	1. Shows by any response that he has felt stimulation to part of body stimulated			
	2. Explore "feel" of object in his mouth			
	3. Look at objects being felt in hands			
II	4. Explore an object or texture with more than one part of body			
	5. Show discrimination of differences in tactal experiences as: likes smooth, doesn't like scratchy			
III	6. Can select a familiar object or one of familiar texture by touch alone (eyes closed - or objects in bag)			
	7. Name tactile qualities as sticky, wet, cold, soft, etc			
	B. AUDITORY			
I	1. Attend to auditory stimulation by turning of eyes or head or coordination of movement			
II	2. Discriminate loud and soft			
	3. Discriminate far and near			
	4. Name origin of sound as telephone, train, car, etc.			
	5. Imitate sounds			
III	6. Attempt to reproduce sound when its origin is named as: "How does the dog sound," etc.			

SENSORY STIMULATIONS AND INTERPRETATION

C. VISUAL

LEVEL	SKILL		ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
I	1. Focus on object				
	2. Search and locate				
	3. Eyes search for auditory stimulus				
	4. Follow visually				
	5. Transfer focus from one location to another				
	6. Recognize familiar persons				
	7. Recognize familiar objects				
	8. Eyes watch hands in coordination activity				
II	9. Eyes watch feet in coordination activity				
III	10. Visual discrimination of size				
	11. Visual discrimination of shape				
	12. Visual discrimination of color				
	13. Visual discrimination of texture				
	14. Visual discrimination of position				
	15. Visual memory - (name 1 of 3 objects seen then removed				

SENSORY STIMULATIONS AND INTERPRETATION

D. OLFACTORY

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
II	1. Indicate use of nose for smelling			
III	2. Identify familiar pleasant ordors			
	3. Discriminate some odors as "unpleasant"			
IV	4. Identify some unpleasant odors			
	E. GUSTATORY			
II	1. Identify familiar pleasant taste			

SECTION III

ADAPTIVE BEHAVIOR

ADAPTIVE BEHAVIORS

A. SENSORY-MOTOR FACTORS

SAP - 12 -

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
I	1. Indicate auditory reception of sound from music box in crib			
	2. Involuntary striking of crib/playpen mobile			
	3. Purposive strike of mobile with hands with feet			
	4. Grasp mobile			
	5. Purposive pulling or shaking of mobile			
	6. Explore "busy board"			
	7. Manipulate "busy board" successfully			
	8. Pull towel or blanket or cord to obtain object			
	9. Retrieve object seen hidden under towel			
II	10. Retrieve object not seen hidden, but directed to find			
	11. Retrieve object seen dropped into open-top box			
	12. Retrieve object from paper bag			
	13. Retrieve object from box with fold top			
	14. Retrieve object from box with fitted lid			
	15. Retrieve toy rolled out of reach under piece of furniture			
	16. Look for and finds a toy named and not seen hidden			
	17. Remove a push-on top from plastic container			

ADAPTIVE BEHAVIORS

A. SENSORY-MOTOR FACTORS

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
II	18. Remove screw-on top from plastic container			
	19. Secure push-on top to plastic container			
	20. Secure screw-on top to plastic container			
	21. Can place object into container with sufficient top opening-- (Discriminates larger object to larger opening and smaller object to smaller opening)			
	22. Traverse obstacle course - maze - requiring a variety of attitudes: crawl, creep, walk, turn, roll, climb to go Over, Under, Around, Between, In, Out, etc.			
III	23. Approximate speech patterns of culture group to which belongs			
	24. Make positive effort to imitate corrections in his speech patterns if not placed in stress situation			
IV	25. Speech patterns mature in concert with other areas of development			
	B. PERSONAL - SOCIAL FACTORS Refer to Social Skills: Social Acceptance and Manners			

SECTION IV

GROSS MOTOR

A. REACH-CONTACT, GRASP-RETAIN, RELEASE-PROPEL
B. ROLL-SIT-CRAWL-CREEP-STAND-WALK
C. SELF-IDENTIFICATION
D. BODY-LOCALIZATION
E. BODY-ABSTRACTION
F. MUSCULAR STRENGTH

GROSS MOTOR

A. REACH-CONTACT, GRASP-RETAIN, RELEASE-PROPEL

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
I	1. Arm activity increases when hand is touched with object such as a rattle (hand clenches or opens without grasping object)			
	2. Massive movements of head, shoulder, arms when object is dangled in line of vision			
	3. Bi-lateral approach to object - arms only			
	4. Hand can come in voluntary contact without grasping			
	5. Prehensory approach to objects becomes less bi-lateral			
	6. Reach for object promptly on sight			
	7. Grasp object with palmer method			
	8. Can release purposefully			
	9. Transfer small object from one hand to other			
II	10. Thumb participates in seizure of object			
	11. When both hands are occupied, drop one object to obtain the third offered			
	12. Grasp and retain object, rotating wrist, examining in various attitudes and perhaps also in mouth			
	13. Can intercept and grasp slowly moving object (swung or rolled)			
	14. Inferior pincer--all four finger tips oppose thumb			

GROSS MOTOR

A. REACH-CONTACT, GRASP-RETAIN, RELEASE-PROPEL

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
II	15. Throw object to floor			
III	16. Successful thumb-forefinger opposition to pick up small object			
	17. Hit with hand in sweeping object from fixed position			
	18. Index finger and thumb poke, probe, pluck			
IV	19. Propel object away from body with intent to return to point to origin			
	20. Catch object in both hands if tossed from directly in front			
V	21. Can bounce and catch ball			
	22. Dribble ball several bounces before catching			
	23. Toss object over head and catch in both hands			
	B. ROLL-SIT-CRAWL-CREEP-STAND-WALK			
I	1. Lift head, arms, legs in prone			
	2. Lift head, arms, legs supine			
	3. Turn side to back			
	4. Turn side to stomach			
	5. Turn back to side			
	6. Roll back to stomach			
	7. Roll stomach to back			

GROSS MOTOR

B. Roll-Sit-Crawl-Creep-Stand-Walk

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
I	8. Knee thrust to side of body (prone) in attempt to crawl			
	9. In prone position, push up to chest			
	10. Succeed in crawling (truck on surface)			
	11. Sit when placed in position			
	12. Attain sitting position independently			
	13. Round sit			
	14. Sit with legs extended in front			
	15. Sit on chair or stool (credit for any a,b, or c) a. feet on floor, b. legs dangling, c. feet or lower legs crossed at ankles			
	16. Regain balance when pushed slightly off sitting balance			
	17. Retain standing position when placed by something to hold to			
	18. Raise self to hands and knees and rock			
	19. Creeps efficiently (hands and knees, trunk raised)			
	20. Side step or cruise holding to stationary objects			
	21. Pull up to a stand position			
	22. Sit down by self			

GROSS MOTOR

B. Roll-Sit-Crawl-Creep-Stand-Walk

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
I	23. Maintain upright position on knees			
	24. After attaining stand can maintain standing balance without holding to object			
	25. Walk held by one hand			
	26. Walk on hands and feet			
	27. Walk alone			
II	28. Stand up in the open (not holding to object)			
	29. Stand on right or left foot when hands are held			
	30. Lift one foot independently			
	31. Run			
	32. Mount steps, with assistance, not alternating feet			
	33. Mount steps, with assistance, alternating feet			
	34. Mount steps independently creep position, or hands and feet			
	35. Descend steps in sit position			
	36. Descend steps in backward creep			
	37. Descend steps, with assistance, not alternating feet			
	38. Descend steps, with assistance, alternating feet			
	39. Mounts steps holding to hand rail			

B. Roll-Sit-Crawl-Creep-Stand-Walk

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
III	40. Mount steps independently, alternating feet			
	41. Run and turn without losing balance			
	42. Jump, both feet off surface			
	43. Jump forward over line or rope			
	44. Jump down from one step, feet together			
	45. Walk or run on tip-toe			
	46. Walk backward independently			
	47. Walk sideways, or side step, independently			
	48. Descend steps: may hold hand rail or have assistance (Note whether feet alternate)			
IV	49. Jump down from second step			
	50. Jump up one low step			
	51. Change position easily to traverse obstacle course - Over, Under, Around, Through, In, Out, Between - in creep, climb, walk, etc.			
	52. Descend steps independently, alternating feet			
	C. SELF INDENTIFICATION			
II	1. Identify self by name			
	2. Identify self as "boy" or "girl"			
	3. Respond to name when called			
	4. Identify self in mirrors			
III	5. Identify self in pictures			

GROSS MOTOR

D. BODY LOCALIZATION

SAP - 20 -

LEVEL	SKILL		ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
	All "Imitation/ Request 1-12 Level II; "Request" #13-20 Level III				
	1. Head or Hair	imitation:			
		request:			
	2. Hands	imitation:			
		request:			
	3. Tummy	imitation:			
		request:			
	4. Foot	imitation:			
		request:			
	5. Knee	imitation:			
		request:			
	6. Eyes	imitation:			
		request:			
	7. Ears	imitation:			
		request:			
	8. Nose	imitation:			
		request:			
	9. Mouth	imitation:			
		request:			
	10. Toes	imitation:			
		request:			
	11. Legs	imitation:			
		request:			
	12. Arm	imitation:			
		request:			

Body Localization

LEVEL	SKILL		ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
Imitation II Request III	13. Back	imitation:			
		request:			
	14. Hip	imitation:			
		request:			
	15. Shoulder	imitation:			
		request:			
	16. Chin	imitation:			
		request:			
	17. Face	imitation:			
		request:			
	18. Elbow	imitation:			
		request:			
	19. Neck	imitation:			
		request:			
	20. Chest	imitation:			
		request:			
	E. BODY ABSTRACTION				
II	1. Locate body parts on other humans				
	2. Locate body parts on animals				
	3. Locate body parts on pictures				
III	4. Use of named body parts to rhythms and music				
	5. Identify single body parts shown in pictures				

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
	E. BODY ABSTRACTION			
III	Identify the following in pictures:			
	1. "Man"			
	2. "Lady" (woman)			
	3. "Boy"			
	4. "Girl"			
	5. "Baby"			
	6. "Daddy"			
	7. "Mother"			
IV	8. Name a missing part from incomplete picture of a person			
	9. Complete body picture puzzles, (each piece the whole of a body part)			
	F. MUSCULAR STRENGTH			
I	1. In prone position, lift head			
	2. In prone position, lift chest with arm support			
	3. Lift head and legs when held prone with supporting hands under chest and pelvis			
	4. In supine position lift head when shoulders are lifted slightly			
	5. In supine position lift head and attempt to bring shoulders off surface when arms are held at wrist and given a slight tug			

F. Muscular Strength

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
I	6. Attempt to bring head and knees up in "curl" attitude when held in supine position with supporting hands under shoulder and hips			
	7. Sit with support holding head steady			
	8. Partially sustain weight with legs when supported under arms			
	9. Develop a bouncing motion when supported under arms			
	10. Maintain independent sitting position			
	11. Maintain up-right sitting posture			
	12. Pull to stand alone holding to support			
	13. Raise self from supine or prone to sitting position			
	14. In sitting position recover balance from a lean			
	15. Sit from creep position			
	16. Cruise from one support to another			
	17. Hand and Knee creep			
	18. Ambulate on all fours			
	F. MUSCULAR STRENGTH			
II	1. Assume erect posture independently			
	2. Walk forward independently - but still cruise side ways holding to support			

GROSS MOTOR

F. Muscular Strength

SAP - 24 -

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
II	3. Push and pull toy, or a piece of furniture			
	4. Show true prehensil strength in pulling on a held object or attempting to lift body from surface by holding to an overhead object			
	5. Climb steps, in creep or all-four position either indoors or outdoors			
	6. Step up one or more steps in upright position holding to support			
	7. Jump down from a small step or box			
	8. Sommersault with help			
	9. In prone position, push up all of body from knees			
	10. In supine position, push up on heels and shoulders			
III	1. Somersault independently			
	2. Walk down an inclined plane keeping rhythm and balance			
	3. Walk on tip-toe			
	4. Regain object from floor maintaining balance			
	5. Kick a large ball at a stand			
	6. Pull to sitting position from supine "Sit-Ups"			
	7. Perform knee bend and return to stand			

GROSS MOTOR

F Muscular Strength

SAP - 25 -

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
IV	1. Strike a swinging ball rhythmically, eyes following movement of ball			
	2. Good Static Posture: Sitting			
	3. Good Static Postures: Standing			
	4. Good Walking Posture			
	5. Run correctly and with balance			
	6. Stand on one foot momentarily, lengthening time of one-foot balance			
	7. Hop - Step - Hop			
	8. Hop several times on same foot			
	9. Skip on one foot			
	10. Jump over rope swinging in small arc			
	11. Participate in dancing games			
	12. Open and close doors			
	13. Open and close car doors			
	14. Open and close windows			
	15. Open and close seat belts			
	16. Hang for a time from a horizontal bar			
	17. Operate swing in sitting position			
V	1. Skipping, alternating feet			

GROSS MOTOR

F. Muscular Strength

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
V	2. Interpret and perform rhythms of walk			
	3. nterpret and perform rhythms of run			
	4. Interpret and perform rhythms of skip			
	5. Interpret and perform rhythms of gallop			
	6. Shift body movement in response to music tempo changes			
	7. Carry chair correctly			

SECTION V

FINE MOTOR

A. FINGER MANIPULATIONS
B. VISUAL-MOTOR INTEGRATION AND COORDINATION
C. ORGANIZATION OF VISUAL-TACTUAL-KINESTHETIC INFORMATION

FINE MOTOR

A. FINGER MANIPULATIONS

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
I	1. Extended hand is open until object is contacted			
	2. Grasp object with palmer method			
	3. Grasp with bi-lateral approach - arms moving in unison			
	4. Crumple paper - either hand			
	5. Splash in bath			
	6. Hands with some finger curl play with toes			
	7. Grasp of small objects with more of a sweeping motion - wrist rotated so thumb is up			
II	8. Lessening of side motion - thumb and at least two radial fingers curl about small object			
	9. Eyes focus on target of reach-grasp, with less hand regard			
	10. Begin to feed self finger foods			
	11. Begin to feed self with a spoon			
	12. Two-hand grasp own cup or glass			
	13. Build towers, beginning with only two objects			
	14. Place more than one small object atop or adjacent to other small objects			
	15. Scribble, holding crayon or pencil in round hand (fist) grasp			

FINE MOTOR

A. Finger Manipulations

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
II	16. Pick up and place small objects			
	17. String beads on firm threader			
	18. Separate and turn pages of book one at a time			
	19. Can hold more than one object in hand			
	20. Turn door knob			
III	21. Unwrap small object, such as a piece of candy			
	22. Hold spoon by thumb and radial fingers, thumb on top			
	23. Neat pincer grasp of pellet			
IV	24. Hold pencil or crayon between thumb and forefinger pad supported by middle finger			
V	25. Adapt finger grasp for all self-help activities			
	B. VISUAL, MOTOR INTEGRATION, AND COORDINATION SKILLS			
I	1. Eye movements as in FOCAL ATT. p. 2			
	2. Mouth and tongue manipulations as in IMITATION p. 5			
	3. Hand reach for visual or auditory stimulator			
	4. Grasp with whole hand			
	5. Change object from one hand to the other			
II	6, Neat pincer grasp of pellet-size object			

FINE MOTOR

B. Visual, Motor Integration, and Coordination Skills

LEVEL	SKILL		ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
II	7. Tower of two				
	8. Turn pages of book				
	9. Close and open fist in imitation				
	10. String large beads				
	11. Scribble				
	12. Hold large pencil or crayon with fingers				
	13. Place large round pegs in round holes				
III	1. Imitate finger motions in music, rhythms and rhyme games				
	2. Deposit objects into smaller and smaller top containers				
	3. Push buttons through slit in top of container				
	4. Disengage clothes pins from edge of box, a. straight pins				
	b. spring type pins				
	5. Attach clothes pins to edge of box, a. straight pins				
	b. spring type pins				
	6. Fit single shapes into form board				
	7. Arrange two part puzzle				
	8. Arrange three part puzzle				
	9. Pound pegs in large peg board				

FINE MOTOR

B. Visual, Motor Integration, and Coordination Skills

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
III	10. Build with blocks in imitation			
	11. Initiate building with blocks			
	12. Assemble six to eight piece puzzle			
	On paper with crayons or pencil, after chalkboard experiences Roman Numerals indicate level			
	13. a. Horizontal lines: II imitates			
	b. III traces			
	c. IV copies			
	d. V represents			
	14. a. Vertical lines: II imitates			
	b. III traces			
	c. IV copies			
	d. V represents			
	15. a. Circle: II imitates			
	b. III traces			
	c. III copies			
	d. V represents			
	16. a. Cross: III imitates			
	b. III traces			
	c. IV copies			
	d. V represents			
	17. a. Square: III imitates			
	b. III traces			
	c. IV copies			
	d. IV represents			
	18. a. Triangle: IV imitates			
	b. IV traces			
	c. V copies			
	d. V represents			

FINE MOTOR

Visual, Motor Integration, and Coordination Skills

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
IV	19. Attempt to represent a "man"			
	20. Attempt to represent a "house"			
	21. Attempt to represent an "animal"			
	22. Attempt to represent a "tree"			
	ORGANIZATION OF VISUAL-TACTUAL-KINESTHETIC INFORMATION			
	For intruductory developmental steps refer to "Manipulations: p. 23-24			
	Associate position and direction words with movements:			
III	1. On self / object			
	2. In self / object			
	3. Up self / object			
	4. Down self / object			
IV	5. Over self / object			
	6. Under self / object			
	7. Before or in front of self / object			
	8. Behind or in back of self / object			

002268

FINE MOTOR

Organization of Visual-Tactual-Kinesthetic Information

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
	9. Between or in the middle of self			
	object			
	10. Out self			
	object			
	11. Near self			
	object			
	12. Far self			
	object			
	13. Next to or beside self			
	object			
	14. To self			
	object			
	15. From self			
	object			
	16. Around self			
	object			
	AUDITORY-VISUAL MOTOR INTEGRATION EYE HAND			
I	For introductory developmental steps refer to "Manipulations" p. 28			
II	1. Crumples paper with right hand			
	2. Crumples paper with left hand			
III	3. Keep balloon in air by swatting with open hand			
	4. Blow feather from hand and catch in mid-air			

Auditory-Visual Motor Integration Eye-Hand

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
III	5. Successfully arrange pegs in peg board			
	6. Catch ball, balloon, or bean bag after tossing into air			
	7. Toss bean bag one hand to other			
IV	8. Hammer large nails into soft wood			
	9. Use lacing board successfully			
	10. Follow inside geometric templates			
	11. Draw around geometric templates with chalk, crayon, pencil			
V	12. "Target drop", as clothes pins into small-top container			
	13. Follow pattern on lacing board			
	D. AUDITORY-VISUAL MOTOR INTEGRATION EYE-FOOT			
III	1. Kick ball from stand			
IV	2. Move bean bag or non-rolling object on course with both feet			
	3. Move bean bag or non-rolling object on course with one foot			
	4. Intercept slowly rolling object with either foot			
	5. Take three or four steps and kick ball			

FINE MOTOR

D - Auditory-Visual Motor Integration Eye - Foot

SAP - 35 -

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
IV	6. Tape walking - forward on tape			
	7. Tape walking - backward on tape			
	8. Tape walking - forward, cross step			
	9. Tape walking - side steps			
	10. Ladder walking - forward in spaces			
	11. Ladder walking - backward in spaces			
	12. Ladder walking - side steps in spaces			
V	13. Ladder walking - forward on rungs			
	14. Approach a rolling object and kick as they meet			

SECTION VI

PERCEPTUAL-MOTOR SKILLS

LATERALITY - DIRECTIONALITY

PROGRESSION OF VISUAL PERCEPTION ABILITIES**

A. CONCRETE (THREE DIMENSIONAL) MATERIALS
B. REPRESENTATIONAL MATERIALS (PICTURES)

**NOTE
Skills in this progression may not follow in strict sequence of levels within each section (A & B), except that all children first learn from experiences with common, familiar objects in concrete then picture form followed, according to the way in which they are presented with and accept experiences in color, shape, and size, or any combination of descriptions.

LATERALITY SKILLS

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
I	1. Eyes cross midline to follow object			
	2. Eyes cross midline to locate new object			
	3. Hands meet at midline to explore object held by one hand			
	4. Hands meet at midline to transfer object from one hand to other			
	5. Hand crosses midline to grasp object (not held in other hand			
	6. Hand crosses midline to grasp stationary object that is being hald with other hand			
	7. Hands cross midline to explore			
II	1. Kick ball or bean bag with right foot to the left			
	2. Kick ball or bean bag with left foot to the right			
	3. Mirror arm movements of another to right and left			
III	4. Mirror movements of another to discriminate & indicate right and left body parts			
V	1. Can tell whether objects seen are to the right or to the left			
	2. Place objects to right or left of another object			
	3. Place self to right or left of an object			

LATERALITY SKILLS

DIRECTIONALITY:

LEVEL	SKILL		ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
	In addition to Achievement Skills of Kinesthetic Organization, associate directional words with movements to place self or an object				
III	1. On top of	self			
		object			
	2. High	self			
		object			
	3. Low	self			
		object			
	4. Above (over)	self			
		object			
	5. Below (under)	self			
		object			
IV	6. Ahead: (in front of)	self			
		object			
	7. Behind (in back of)	self			
		object			
	8. At the bottom	self			
		object			
	** NOTE FOR SEQUENCE ON THE FOLLOWING PAGE Skills in this progression may not follow in strict sequence of levels within each section (A & B), except that all children first learn from experiences with common, familiar objects in concrete then picture form followed, according to the way in which they are presented with and accept experiences in color, shape, and size, or any combination of descriptions.				

VISUAL PERCEPTION ABILITIES

CONCRETE MATERIALS (3-dimensional) A. COMMON OBJECTS

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
II	1. Match like-named objects			
	2. Point to 3 of 4 familiar objects on request			
	3. Name 3 of 4 familiar objects			
	4. Look for a named familiar object and retrieve			
III	5. After viewing 2, 3, or 4 pieces can name the one hidden			
	6. Re-assemble 2, 3, or 4 pieces to form whole of wooden puzzle			
	B. COLOR			
III	1. Match objects of same color: Red			
	2. Blue			
IV	3. Yellow			
	4. Green			
	5a. Red: Indicate — Indication always precedes naming			
	5b. Name			
	6a. Blue: Indicate			
	6b. Name			
	7a. Yellow: Indicate			
	7b. Name			

VISUAL PERCEPTION ABILITIES

B. Color

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
IV	8a. Green: Indicate			
	8b. Name			
	9. Reconstruct a 2 color sequence			
V	10. Reconstruct a 3 color sequence			
	11. Reconstruct a 4 color sequence			
	12. After viewing 3 colors of identical objects, name color of hidden			
	C. SHAPE			
III	1. Match like shapes of same size: circle, square, triangle, rectangle			
IV	2. Match like shapes of different size: circle, square, triangle, rectangle			
	3. Identify or name circle			
	4. Identify or name square			
	5. Identify or name triangle			
	6. Identify or name rectangle			
	7. Re-assemble a 2 or 3 part puzzle of 3 dimensional shape			
	8. After viewing combination of 3 shapes can name the one hidden			
V	9. After viewing all 4 basic shapes can name the one hidden			

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
	D. SIZE			
IV	1. Match large to large & small to small			
	2. Group large and small items separately			
	3. Indicate that a familiar object is large or small			
	4. After viewing a large and a small item can name the one hidden			
V	5. Arrange 2, 3, 4 items largest to smallest and vice versa			
	6. Tell whether a second item is big or little in comparison to a first item			
	E. GROUPING			
IV	1. Group objects of like identity			
	2. Group objects of like color			
	3. Group objects of like shape			
	4. Group objects of like size			
V	5. Group objects of a combination of 2 properties (all red balls, etc.)			
	REPRESENTATIONAL MATERIALS (PICTURES)			
	A. COMMON OBJECTS			
III	1. Match 2 identical pictures from an array of 5			
	2. Name or identify 3 of each 4			

REPRESENTATIONAL MATERIALS (PICTURES)

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
	A. Common Objects			
III	3. After viewing 3 pictures of familiar objects, name the one hidden			
	4. Re-assemble 2, 3, 4 piece picture puzzle			
IV	5. Re-assemble 6 to 8 piece picture puzzle			
	B. COLOR			
III	1. Match 2 pictures of objects of the same color			
IV	2. Identify or name four basic colors in pictures			
	3. After viewing four basic colors name the one hidden			
	4. Reconstruct sequence of two colors			
V	5. Reconstruct sequence of three colors			
	6. Reconstruct sequence of four colors			
	C. SHAPE			
IV	1. Match pictures of two identical shapes from array of five pictures note: Circle, Square, Triangle, Rectangle			
	2. Name circle illustrated in picture			
	3. Name square illustrated in picture			
V	4. Name triangle illustrated in picture			
	5. Name rectangle illustrated in picture			

VISUAL PERCEPTION ABILITIES

C. Chape

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
V	6. After viewing pictures of four basic shapes name the one hidden			
III	7. Re-assemble two-piece puzzle of circle			
	8. Re-assemble three-piece puzzle of circle			
IV	9. Re-assemble four-piece puzzle of circle			
III	10. Re-assemble two-piece puzzle of square			
IV	11. Re-assemble three-piece puzzle of square			
	12. Re-assemble four-piece puzzle of square			
	13. Re-assemble two-piece puzzle of triangle			
	14. Re-assemble three-piece puzzle of triangle			
	15. Re-assemble four-piece puzzle of triangle			
III	16. Re-assemble two-piece puzzle of rectangle			
IV	17. Re-assemble three-piece puzzle of rectangle			
	18. Re-assemble four-piece puzzle of rectangle			
	19. After viewing, construct sequence of two shapes			
	20. After viewing, construct sequence of three shapes			
V	21. After viewing, construct sequence of four shapes			

VISUAL PERCEPTION ABILITIES

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
	D. SIZE			
IV	1. Match pictures of like sizes from small group			
	2. Identify "large" from array of two			
	3. Identify "large" from array of three			
	4. Identify "large" from array of four			
	5. After viewing pictures identical except for size, correctly names size of one hidden			
IV	6. Arrange, by size, two pictures of identical objects (large-small then small-large)			
	7. Arrange by size, three pictures of identical objects (large-small then small-large)			
	8. Arrange by size, four pictures of identical objects (large-small then small-large)			
	E. COMBINATION OF DIMENSIONS			
IV	1. Group pictures of objects of like identity			
	2. Arrange pictures of objects by color			
	3. Group pictures of objects by shape			
	4. Group pictures of objects by size			
	F. SEQUENCE			
IV	1. Arrange two pictures in story sequence			
	2. Arrange three pictures in story sequence			

ISUAL PERCEPTION ABILITIES

F. Sequence

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
V	3. Arrange four pictures in story sequence			
	Illustration: 1. Milk in bottle			
	2. Being poured into glass			
	3. Child drinking milk			
	4. Empty glass			

SECTION VII

CONCEPTUAL SKILLS

CONCEPTUAL SKILLS

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
II	1. Fetch a named, familiar object			
	2. Carry an object to a designated place			
	3. Use names of most familiar objects			
	4. Locate named body parts			
	5. Point to named body parts on another person			
	6. Point to named body parts on a doll			
	7. Point to named body parts in a picture			
	8. Follow one-step directions with a familiar toy			
	9. Name familiar objects in pictures			
	10. Recognize own possessions or clothing			
	11. Can present or obtain "another"			
	12. Can tell own sex			
III	13. Relate use of familiar objects			
	14. Discriminate "big-little", "up-down", "in-out" and others from profile of Perceptual skills			
	15. Match familiar objects by use			
	16. Relate action in pictures			
	17. Associate Past, Present and Future with his own activity			

Conceptual Skills Development

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
III	18. When shown two items can tell "two" without counting			
	19. Discriminate differences and express preferences in textures			
	20. Discriminate day and night			
	21. Respond correctly to "A hat goes on your head. Shoes go on ----.", etc.			
	22. Can express reasonable preferences for such descriptive adjectives as "pretty", "happy", "faster"			
	23. Can relate gross likenesses and differences in pictures			
	24. Follow three simple commands in proper order			
IV	25. Relate what happened "before"			
	26. Relate what may happen "after"			
	27. Demonstrate comprehension of common prepositions			
	28. Give sensible answers to questions such as, "Why do we have stoves?"			
	29. Match four primary colors			
	30. Name four primary colors when shown			
	31. Match six or more verbs with appropriate object			

Conceptual Skills Development

LEVEL	SKILL		ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
IV	32. Match six or more adjectives with an appropriate object				
V	33. Count four or five objects and tell how many				
	34. Can name several opposites when given one of the pair				

SECTION VIII

SOCIAL SKILLS DEVELOPMENT

A. SOCIAL ACCEPTANCE AND MANNERS

B. SELF-HELP SKILLS

A. SOCIAL ACCEPTANCE AND MANNERS

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
I	1. Spontaneous smile on seeing familiar person			
	2. Reach out to familiar persons			
	3. May sober at sight of stranger			
	4. Demand and respond to personal attention			
	5. Respond to name by attending			
II	6. Answer when name is called			
	7. Repeat actions that have earned special attention or laughs from family members			
	8. Capable of showing			
I	a. Affection			
II	b. Fear			
II	c. Jealousy			
III	d. Anger			
IV	e. Anxiety			
IV	f. Sympathy			
III	9. Imitate adult activities in the home			
	10. Help put things away			
	11. Compatible in parallel play			
	12. Give first name when asked			
	13. Name other members of family			
	14. Initate greetings - even imitation of adult hand shakes, etc.			

SOCIAL SKILLS

A. Social Acceptance and Manners

SAP - 52 -

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
III	15. Give full name when asked			
	16. Respect property: a. identify "mine" and "not mine"			
	17. b. does not disturb items "not mine"			
	18. c. obey request to refrain from unacceptable activity on request			
	19. Understand rules: a. stop unacceptable activity on request			
	20. b. retain memory for acceptable and unacceptable for short time			
IV	21. Take turns			
	22. Share			
	23. Play with cooperative interaction			
	24. Spontaneous expressions of: "Please"			
	25. Spontaneous expressions of: "Thank you"			
	26. Spontaneous expressions of: "Excuse Me"			
	27. Anticipate what will please others and perform accordingly			
	28. Can tell full name and address			
V	29. Play simple table games			
	30. Can be "bossy" in directing playmates			
	31. Dictate some action he wants carried out in the home			
	32. Protective toward younger playmates and siblings			

B. SELF-HELP SKILLS

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
	1. FEEDING			
I	1. When being fed, keep food in mouth, chew if necessary, and swallow			
	2. Eat finger foods when put into his mouth			
	3. Hold and eat finger foods put in his hand			
	4. Pick up finger foods and put them into mouth			
II	5. Break finger foods into edible pieces and eat			
	6. Bite off appropriate size pieces of finger foods			
	2. DRINKING:			
I	1. Suck aggressively and swallow liquids put into his mouth			
	2. Hold own bottle			
	3. Drink from cup assisted			
II	4. Drink from cup unassisted, holding with both hands			
	5. Drink through a straw			
III	6. Drink from cup unassisted, holding with one hand			
	7. Lift partly filled cup or glass unassisted and drink without spilling			
IV	8. Get own drink from faucet			
	9. Pour own drink from container			

B. Self-Help Skills

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
	3. EATING			
I	1. Eat from spoon as fed			
II	2. Hold spoon in palmer grasp, assisted by feeder, and eat from spoon when brought to mouth (a)			
	3. Hold spoon independently and push toward food(b)			
	4. Get food into spoon, bring to mouth and eat (c)			
III	5. Follow complete sequence of holding spoon, directing to food on plate, fill spoon, carry food to mouth and eat without spilling (d)			
	6. Same sequence with fork: (a)			
	7. (b)			
IV	8. (c)			
	9. (d)			
	4. TABLE ETIQUETTE:			
I	1. Sit in chair appropriately			
	2. Tolerate bib or napkin - on front or lap			
III	3. Put own bib or napkin on front or lap			
	4. Wipe mouth when necessary			
	5. Eat without stuffing mouth			
	6. Does not eat too fast			
	7. Eat appropriate size bites			

B. Self-Help Skills

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
	4. Table Etiquette: (continued)			
IV	8. Does not dawdle over food			
	9. Hold silverware in appropriate finger grasp			
	10. When necessaey to use only one hand, keep other in lap			
	11. Does not rest elbows on table			
V	12. Wait for others to finish, or if given permission, excuse self			
	5. DRESSING SKILLS:			
I	1. Pull neck of garment off over head			
II	2. Cooperate in dressing by extending arm or leg			
	3. After help in starting can finish removing: a. shoes b. socks c. hat			
	4. Assume appropriate posture for removal of wraps			
	5. Unzips			
	6. Show he knows several items belong on various parts of the body by holding them against that part			
	7. Try to put feet into shoes			
	8. Pull neck of garment on over head			
	9. Help push down pants and panties			

B. Self-Help Skills

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
	5. Dressing Skills: (continued)			
III	10. Remove shoes easily if laces are untied			
	11. Can find large (a) armholes and thrust arms into them (whether front or back does not matter yet) (b) same for pant leg			
	12. Increased ability in undressing, but still needs some assistance with shirts and sweaters			
	13. Unbutton front and side buttons by pushing buttons through button - holes			
	14. Pull up laces of shoes to be tied			
	15. Put on simple garments correctly when laid out properly			
	16. Put on socks with heels in proper position			
	17. Find front and back of garments			
	18. Put on simple garments with minimum assistance			
	19. Put shoes on proper feet			
	20. Button front and side buttons, spreading button-hole			
	21. Align buttons and buttonholes properly			
	22. Undress unassisted			
	23. Dress unassisted			
	24. Know proper place for wrap and hang up properly			
	25. Put on wraps unassisted			

B. Self-Help Skills

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
	5. Dressing Skills (continued)			
III	26. Remove wraps without turning sleeves inside out			
	27. Hang or lay out removed clothing			
	6. TOILETING:			
II	1. Demonstrate discomfort with wet or soiled clothing			
	2. Demonstrate need for toileting			
	3. Can show where toileting is to be done			
	4. Pull down pants			
	5. Remain on seat until done			
III	6. Verbalize toilet needs fairly consistently			
	7. Pull up pants			
	8. Flush commode			
IV	9. Remember that hands are to be washed			
V	10. Attend to straightening clothes before leaving bathroom			
	11. Care for self at toilet			
	12. Clean self adequately			
	13. Completely independent about toileting			
	7. GROOMING: A. WASHING			
I	1. Extend hands or invert face to be washed			

B. Self-Help Skills

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
	7. Grooming: A. Washing (continued)			
II	2. Attempt to wash own hands (only the palms). Drys the same			
	3. Attempt a face wash with one "Swipe" of wet hands			
III	4. Increased interest in watching and being helped to wash backs and palms of hands			
IV	5. Follow directions to dry both back and palms of hands			
V	6. Wash and dry face and hands independently			
	B. HAIR CARE:			
I	1. Tolerate brushing or combing hair			
	2. Likes to see the process and the results in the mirror			
II	3. Attempt to move brush or comb across head			
	4. Understands shampooing and tolerates the process			
V	5. Acceptable independent brushing or combing while watching self in mirror			
	C. TEETH:			
II	1. Make elementary motions in mouth with brush			
	2. Tolerate having teeth brushed			
III	3. Identify own brush and avoid others			

B. Self-Help Skills

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
	C. Teeth: (continued)			
III	4. Knows toothpaste goes on brush and is for cleaning teeth, not for eating			
	5. Can expectorate, rinse mouth, and spit out water			
IV	6. Brush own teeth			
V	7. Rinse and replace brush in proper place			
	D. BATHING:			
I	1. Find pleasure in the whole process of being bathed and dressed			
II	2. Watch or help prepare bath, spleahes, etc.			
	3. Splash water, handle soap, make attempts to apply wash cloth to body in bathing hands and face			
III	4. Has learned to identify major parts of the body through other activities and will attempt to bathe those parts when they are named to him			
IV	5. Bathe with "remote" supervision			
	6. Accepts help with drying, but continues with dressing independently			
V	7. Bathe, dry, and dress independently			
	8. Prepare own bath, bathe, dry, dress			
	9. Clean tub, tidy bathroom by hanging towels or deposit them in laundry, etc.			

B. Self-Help Skills

LEVEL	SKILL	ACTIVITY INTRODUCED	DATE ACHIEVED	COMMENT
	E. USE OF HANDKERCHIEF OR TISSUE:			
IV	1. Cover a sneeze or cough with hand or tissue			
	2. Wipe nose when given tissue or handkerchief			
	3. Ask for tissue when one is needed			
V	4. Get tissue for self, use properly, and dispose of it appropriately after use			